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Designing and Conducting Workshops Lessons from a Two-Year Project (Onshore Impacts of Outer Continental Shelf Oil and Gas Development: A Training Project)

American Planning Association
Chicago, IL

Prepared for

Municipal Environmental Research Lab.
Cincinnati, OH

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DESIGNING AND CONDUCTING WORKSHOPS: LESSONS FROM A TWO-YEAR PROJECT

Final Report for "Onshore Impacts of Outer Continental Shelf Oil and Gas Development: A Training Project"

by

Linda L. Corby
Devon M. Schneider
and
John R. Waxman
American Planning Association
Chicago, Illinois 60637

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Interagency Agreement No. EPA-IAG-78-D-X0068

Project Officer

John S. Farlow
Oil and Hazardous Materials Spills Branch
Municipal Environmental Research Laboratory - Cincinnati
Edison, New Jersey 08837

This study was conducted
in cooperation with
U.S. Geological Survey
Reston, VA 22092

MUNICIPAL ENVIRONMENTAL RESEARCH LABORATORY
OFFICE OF RESEARCH AND DEVELOPMENT
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16. ABSTRACT

This report describes the process of developing and conducting two series of workshops on "Onshore Impact of Outer Continental Shelf Oil and Gas Development." The purpose of this report is to evaluate the workshops from the standpoint of their objectives, content, teaching methods, workshop materials, faculty, and logistical arrangements.

Fifteen 2.5 day workshops were held between May 1977 and March 1979, attracting over 800 local, state and federal officials, oil industry representatives, and environmentalists from six different coastal regions. Evaluations by the participants and the faculty suggest that the workshops were very successful. The report identifies reasons for this: (1) early assessment of the information needs of the participants; (2) clear objectives for each session of the workshop; (3) effective use of participatory teaching methods; (4) informative workshop materials and hand-outs; (5) skilled and qualified workshop faculty; (6) professional management of workshop logistical arrangements; and (7) responsiveness to participants' evaluations.

The workshops were funded by the U.S. Environmental Protection Agency through an Interagency Agreement with the Resource and Land Investigations Program, U.S. Geological Survey, Department of the Interior, and executed by the American Planning Association, Chicago, Illinois.

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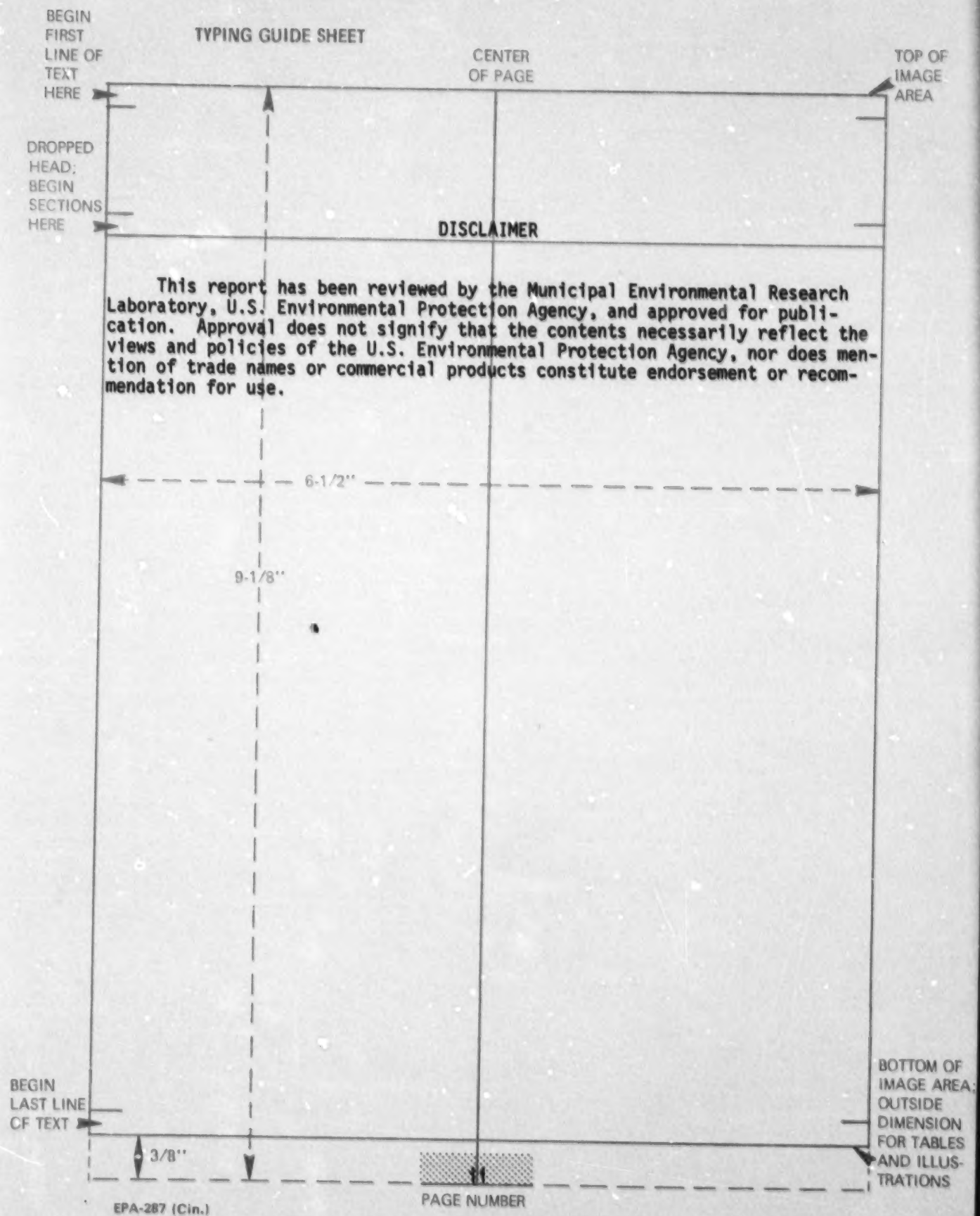
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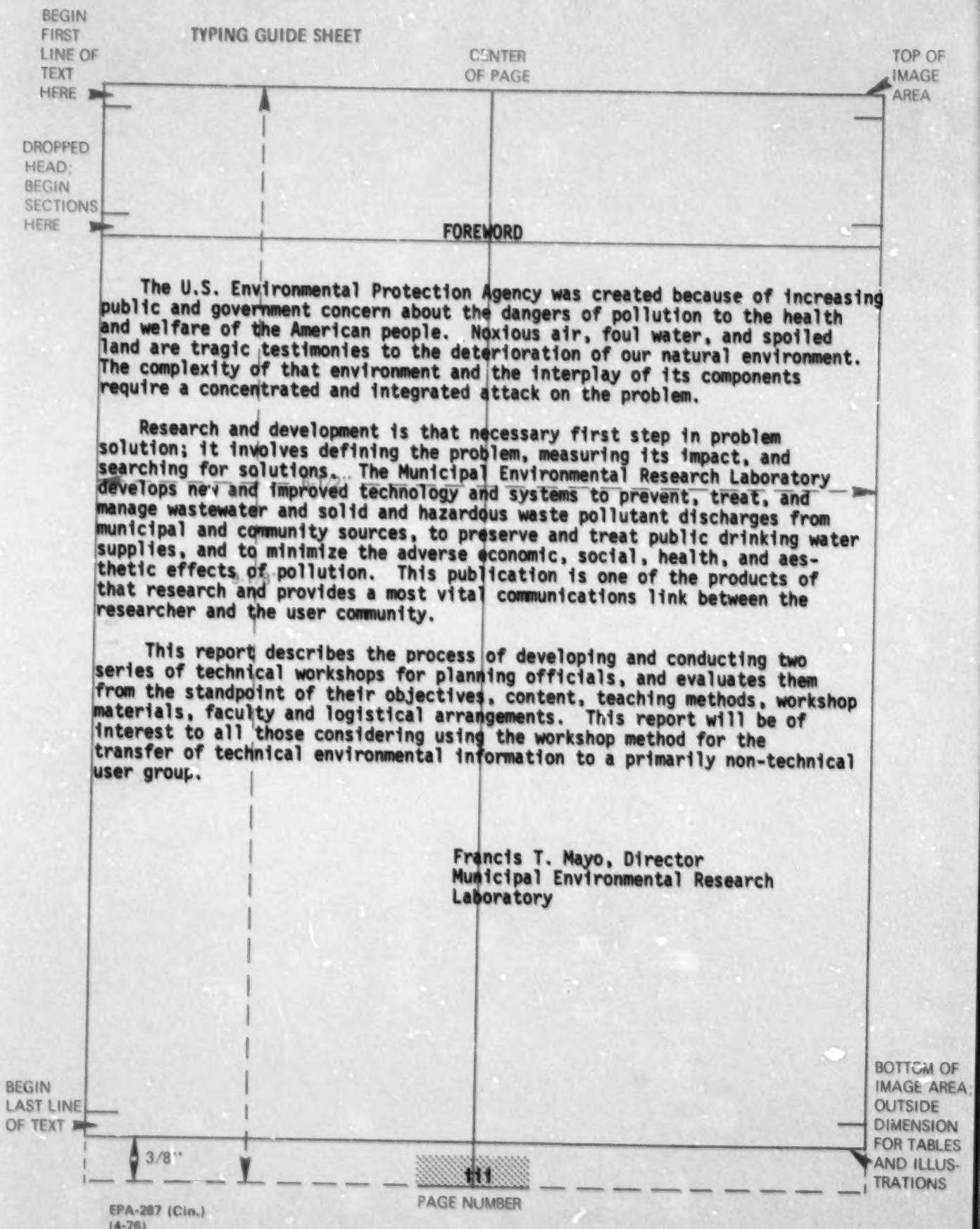
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FOREWORD
The U.S. Environmental Protection Agency was created because of increasing public and government concern about the dangers of pollution to the health and welfare of the American people. Noxious air, foul water, and spoiled land are tragic testimonies to the deterioration of our natural environment. The complexity of that environment and the interplay of its components require a concentrated and integrated attack on the problem.
Research and development is that necessary first step in problem solution; it involves defining the problem, measuring its impact, and searching for solutions. The Municipal Environmental Research Laboratory develops new and improved technology and systems to prevent, treat, and manage wastewater and solid and hazardous waste pollutant discharges from municipal and community sources, to preserve and treat public drinking water supplies, and to minimize the adverse economic, social, health, and aesthetic effects of pollution. This publication is one of the products of that research and provides a most vital communications link between the researcher and the user community.
This report describes the process of developing and conducting two series of technical workshops for planning officials, and evaluates them from the standpoint of their objectives, content, teaching methods, workshop materials, faculty and logistical arrangements. This report will be of interest to all those considering using the workshop method for the transfer of technical environmental information to a primarily non-technical user group.
Francis T. Mayo, Director
Municipal Environmental Research
Laboratory
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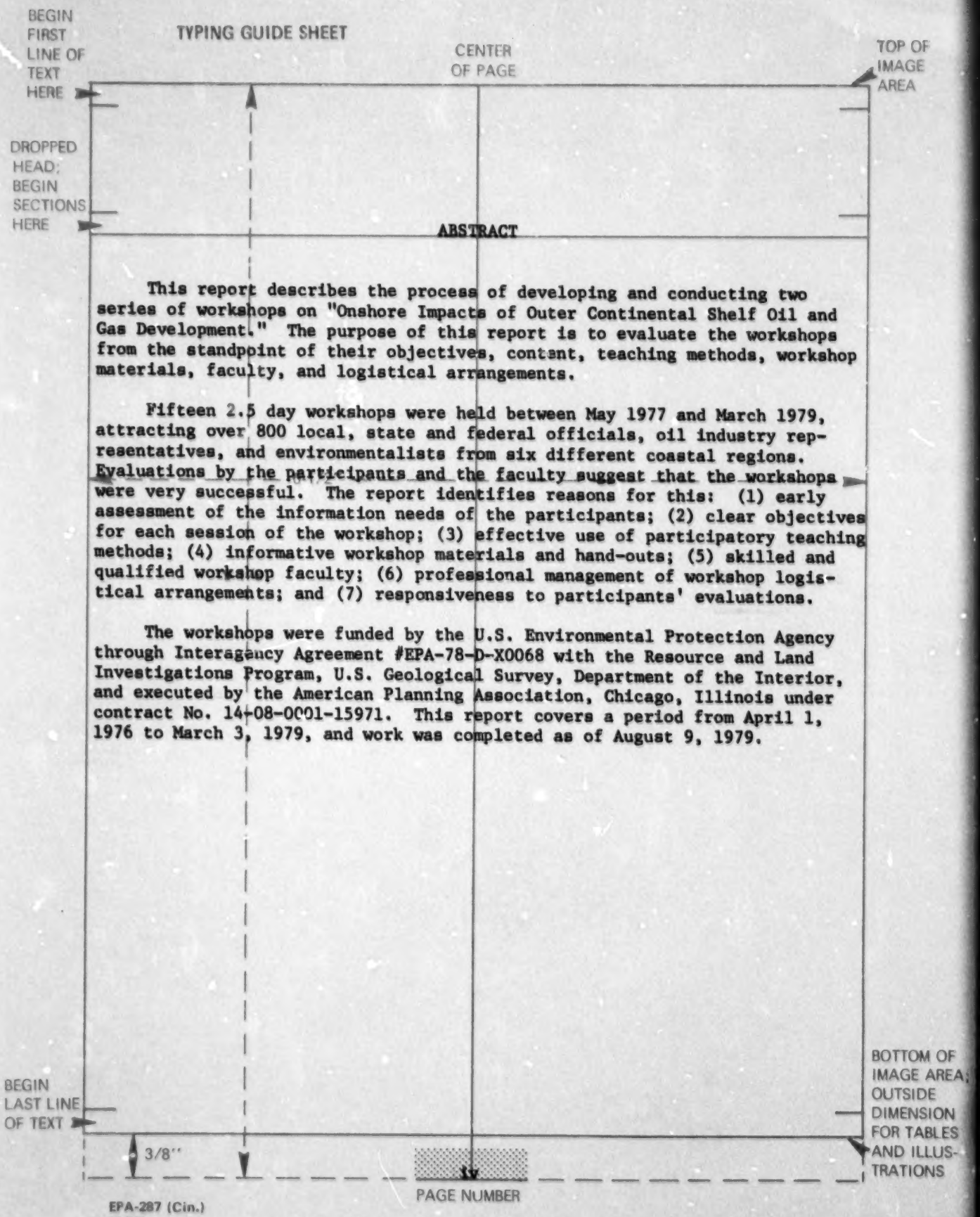
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This report describes the process of developing and conducting two series of workshops on "Onshore Impacts of Outer Continental Shelf Oil and Gas Development." The purpose of this report is to evaluate the workshops from the standpoint of their objectives, content, teaching methods, workshop materials, faculty, and logistical arrangements.
Fifteen 2.5 day workshops were held between May 1977 and March 1979, attracting over 800 local, state and federal officials, oil industry representatives, and environmentalists from six different coastal regions. Evaluations by the participants and the faculty suggest that the workshops were very successful. The report identifies reasons for this: (1) early assessment of the information needs of the participants; (2) clear objectives for each session of the workshop; (3) effective use of participatory teaching methods; (4) informative workshop materials and hand-outs; (5) skilled and qualified workshop faculty; (6) professional management of workshop logistical arrangements; and (7) responsiveness to participants' evaluations.
The workshops were funded by the U.S. Environmental Protection Agency through Interagency Agreement #EPA-78-D-X0068 with the Resource and Land Investigations Program, U.S. Geological Survey, Department of the Interior, and executed by the American Planning Association, Chicago, Illinois under contract No. 14-08-0001-15971. This report covers a period from April 1, 1976 to March 3, 1979, and work was completed as of August 9, 1979.
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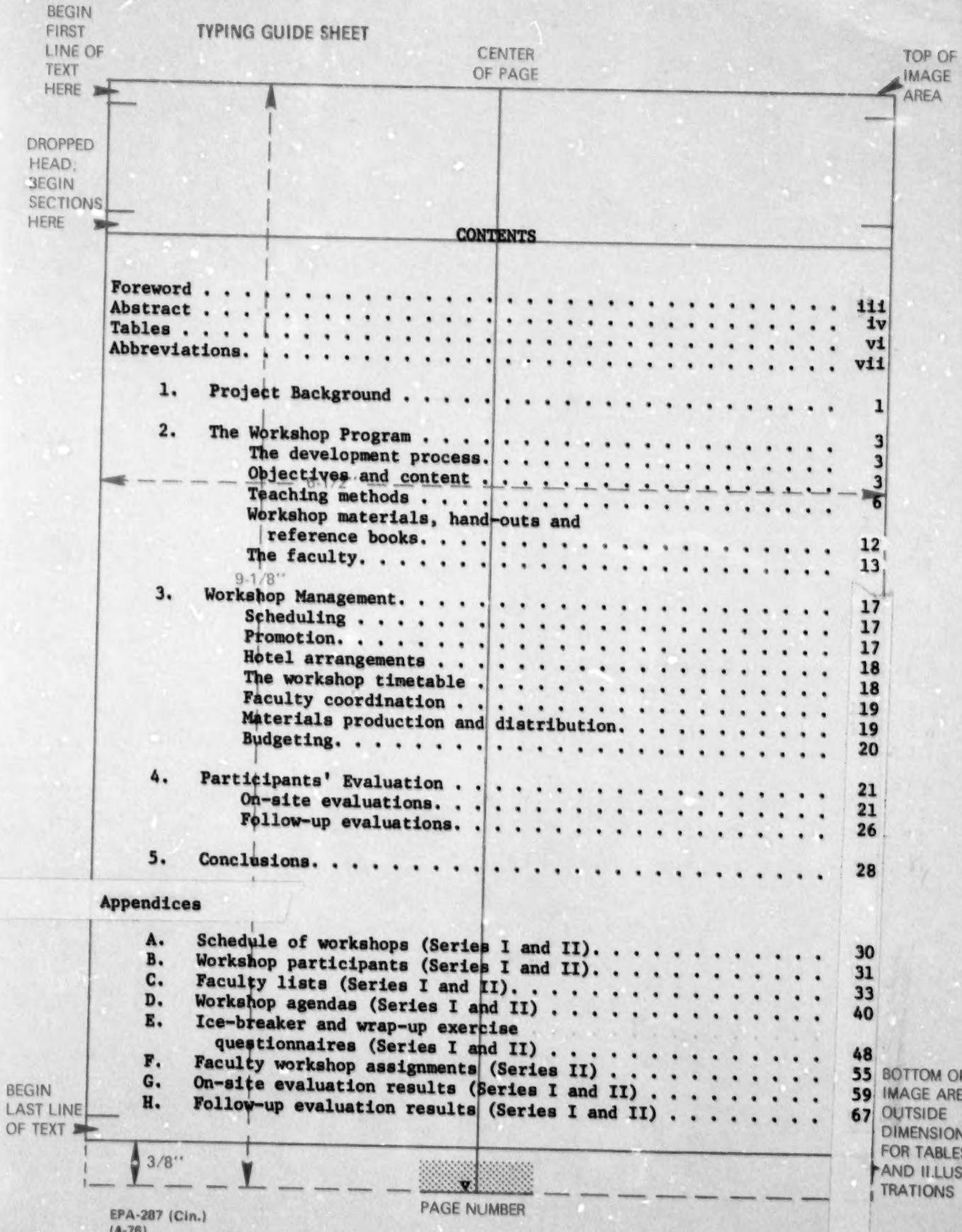
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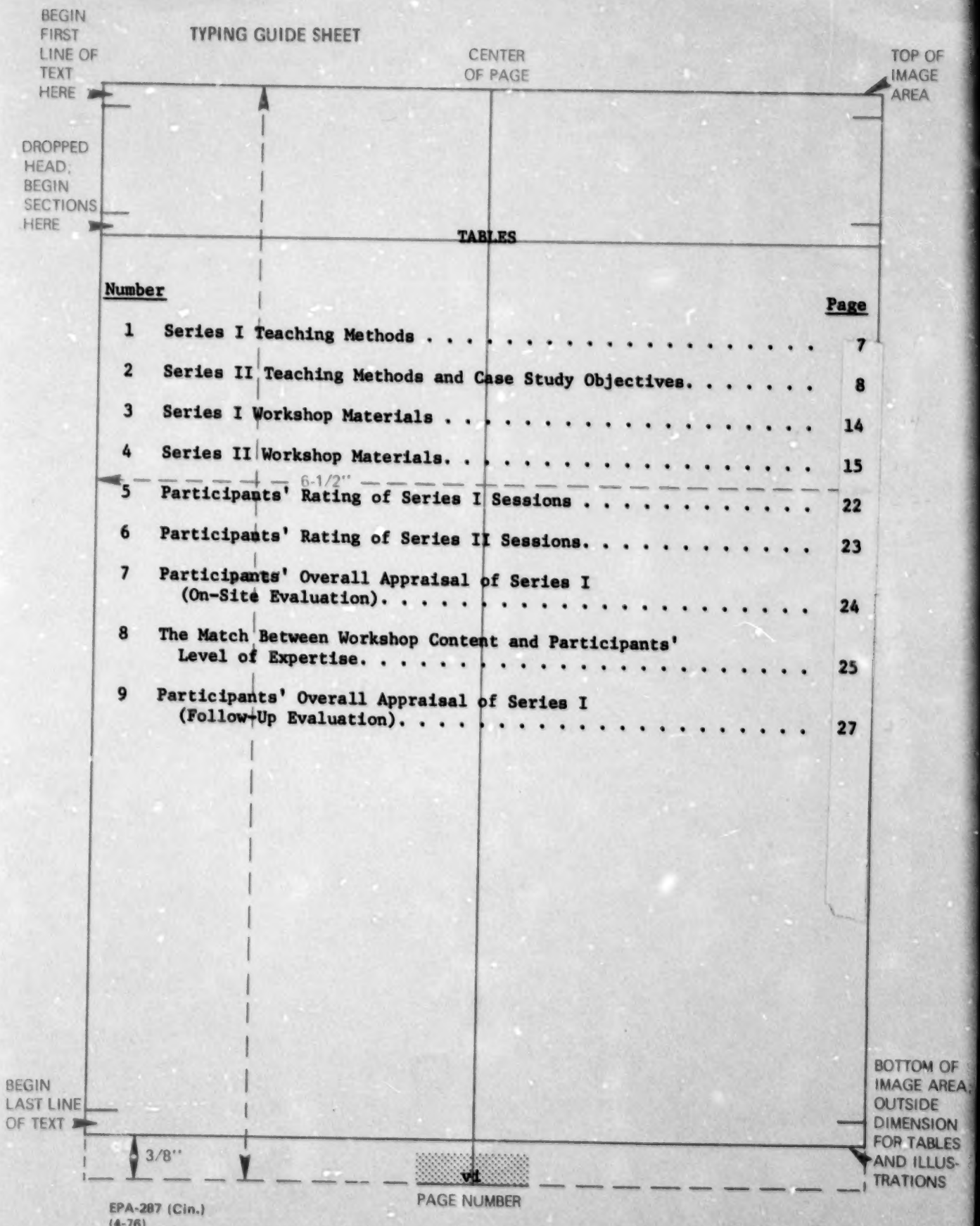
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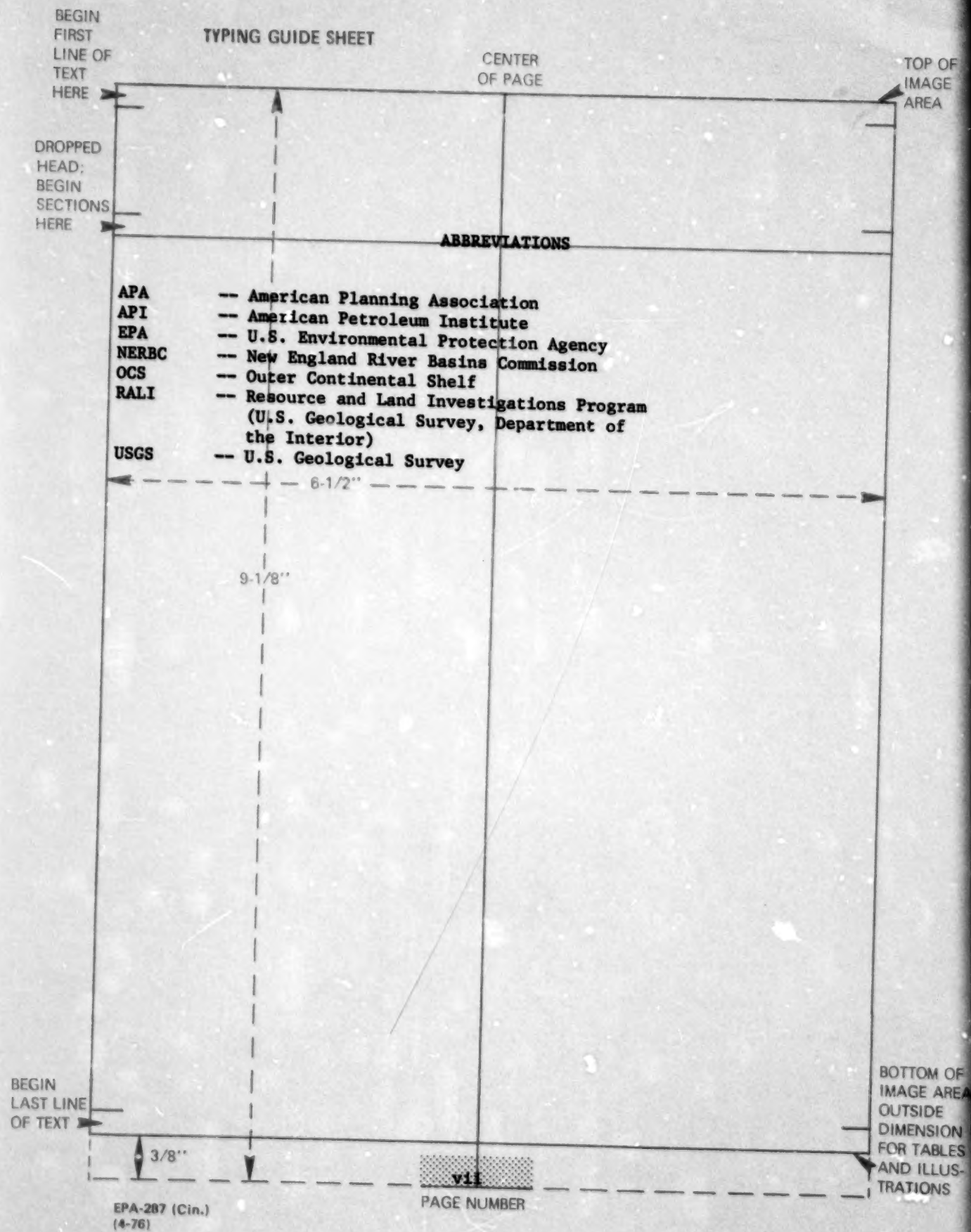
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ABBREVIATIONS
APA -- American Planning Association
API -- American Petroleum Institute
EPA -- U.S. Environmental Protection Agency
NERBC -- New England River Basins Commission
OCS -- Outer Continental Shelf
RALI -- Resource and Land Investigations Program (U.S. Geological Survey, Department of the Interior)
USGS -- U.S. Geological Survey
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SECTION I

PROJECT BACKGROUND

This report is the final product of a series of workshops on "Onshore Impacts of Outer Continental Shelf Oil and Gas Development" that began in October 1976 and ended in June 1979. The project was funded by the Office of Research and Development, U.S. Environmental Protection Agency (EPA) and the Resource and Land Investigations (RALI) Program, U.S. Geological Survey, (USGS) Department of the Interior. The American Society of Planning Officials* executed the project, working closely with the project sponsors in planning and conducting the workshops.

As offshore energy development increased, RALI and EPA recognized the need to develop workshops for state and local officials about the onshore impacts of this development. In 1976, when the project began, very little information about the onshore impacts was available, yet state and local officials were being called upon to make decisions about onshore oil and gas facilities associated with outer continental shelf (OCS) oil and gas development. The workshops were intended to teach these officials how to prepare for the onshore impacts of offshore energy development. RALI-sponsored research on the characteristics of onshore facilities associated with offshore energy development was to serve as the focus of the workshops.

Fifteen 2.5 day workshops were held over a two year period. The workshops were split in two series, each with a different content and teaching format, but both focused on how to prepare for the onshore impacts of OCS development. (See Appendix A for the dates and locations of the workshops.)

The workshops attracted 835 local, state, and federal officials, oil and gas industry representatives, and environmentalists with an average attendance at each workshop of 65. The participants for both series were mainly state and local officials such as city planners, planning commissioners, port authority officials, economic development agency staff, state coastal zone management planners, and state environmental protection agency staff. (See Appendix B for a breakdown of participants by professional affiliation.)

*The American Society of Planning Officials and the American Institute of Planners have consolidated to form the American Planning Association (APA). It will be referred to as APA throughout the remainder of this report.

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The workshops were developed and conducted by representatives of the sponsoring agencies, EPA and RALI, the Earth Sciences Applications Program and the Conservation Division (USGS), the Bureau of Land Management (U.S. Department of the Interior), the Office of Biological Services (U.S. Fish and Wildlife Service), the Office of Coastal Zone Management (U.S. Department of Commerce), the New England River Basins Commission (NERBC), and the APA. The American Petroleum Institute (API), the League of Women Voters, and several private consultants also participated. Each faculty member was chosen because of his or her knowledge about a particular aspect of the onshore impacts of offshore energy development. The workshops were managed by APA's conference management staff which coordinated both the development of the program and managed promotion, registration, site election, workshop scheduling, hotel arrangements, and other logistical activities. (See Appendix C for faculty lists.)

The purpose of this report is to analyze the OCS workshops. Did the workshops convey the right information to the right audience? What was learned about developing a curriculum? What was learned about logistics? What should be changed next time? The lessons learned from this project may help federal agencies that are developing workshops as a way to provide information to a variety of groups.

Section 2, "The Workshop Program," addresses developing the workshop, content, selecting teaching methods, and designing workshop materials. The role of the faculty is also discussed. Section 3, "Workshop Management," discusses the logistical arrangements that are required for the smooth execution of a workshop. Section 4, "Participants' Evaluation," focuses on the participants' comments on the effectiveness of the workshops, and Section 5, "Conclusions," brings together the lessons learned and provides hints for future workshops. The appendices include workshop dates and locations, workshop agendas, faculty lists, results of the participants' evaluations, and other materials.

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SECTION 2

THE WORKSHOP PROGRAM

THE DEVELOPMENT PROCESS

Developing the workshop program was a joint effort of the workshop faculty. The 11 faculty members for Series I and 13 for Series II took from four to six months to plan each series. The pooled experience and interests of the faculty led to a creative exchange of ideas. In the early meetings, session content, teaching methods, and workshop materials were defined. Then, a tentative agenda was drafted and faculty members were given specific responsibilities for developing sessions. Monthly meetings gave a firm deadline for drafts of materials and presentations, which helped keep the planning phase on schedule.

For Series I, the faculty pretested their materials on each other. For Series II, 10 to 15 state and local officials were invited to a dress rehearsal to critique the faculty presentations and workshop materials. Their comments suggested enough changes in the material to schedule a second pre-test. This forced the postponement of the first official workshop, but it resulted in a far better product. The comments from participants from both pre-tests were invaluable in shaping the workshops.

OBJECTIVES AND CONTENT

The workshop objectives and content were proposed by the project sponsors and developed by the faculty during monthly planning meetings. From the beginning, it was thought that Series I would be introductory, covering a broad range of OCS issues, while Series II would emphasize the specific impacts of onshore development and how to prepare for them.

A major objective of Series I was to convey the results of RALI-sponsored research by NERBC.* Workshop sessions based on this research covered a method for estimating the timing and magnitude of offshore oil and gas development and predicting its onshore consequences, a description of the onshore facilities associated with offshore energy development, and a process for state and local planners to locate facilities that would minimize their negative impacts. In addition, APA conducted a telephone survey

*New England River Basins Commission. Estimates for New England: Onshore Facilities Related to Offshore Oil and Gas Development. Prepared for the Resource and Land Investigations Program, U. S. Geological Survey, Department of the Interior, 1976.

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to find out what information the prospective audience of state and local planners thought would be most helpful to them. The survey showed that general introductory information was needed as well as information on the status of OCS leasing in each region and local government approaches to offshore oil and gas development. (See Appendix D for Series I agenda.)

Series I workshops were timely and well received. Attention was focused on providing introductory materials and reaching an audience of state and local officials who had little exposure to OCS development issues. Many states were just embarking on OCS-related research in response to the 1976 amendments to the federal Coastal Zone Management Act requiring states to identify potential sites for energy related developments on the coast.

Interest in the onshore impacts of OCS development had diminished somewhat by the time planning for Series II began. The pace of leasing had slowed, local and state officials knew more about the topic, and it appeared that the onshore impacts of OCS development would not be as severe as originally anticipated. The faculty decided to design workshops that would teach a planning process for OCS-related facilities that could also be applied to any new coastal industry.

The on-site and follow-up evaluations from Series I asked the participants what information they wanted in Series II. In general, it appeared that the participants wanted to know more about the specific impacts of OCS development and how to cope with them. This led the faculty to define the following specific objectives for Series II:

- To teach participants a process for addressing the impacts of offshore oil and gas development;
- To present technical information on the environmental, social, economic, and fiscal impacts of new developments and encourage participants to use that information to formulate their own responses to offshore oil and gas development;
- To highlight the role of industry in the process (e.g. their siting criteria and their bargaining power);
- To focus on the local planner's role in assessing and managing the impacts of offshore oil and gas development; and

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New England River Basins Commission. Factbook: Onshore Facilities Related to Offshore Oil and Gas Development. Prepared for the Resource and Land Investigations Program, U. S. Geological Survey, Department of the Interior, 1976.

New England River Basins Commission. A Methodology for OCS-Related Onshore Facility Site Identification and Impact Analysis. Prepared for the Resource and Land Investigation Program, U. S. Geological Survey, Department of the Interior, 1976.

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. To show that preparing for OCS-related onshore developments is not unlike preparing for any new industrial development.

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The Series II workshops covered industrial siting criteria for OCS-related facilities. The sessions helped the participants to analyze potential conflicts between community goals and new industry, to take steps to minimize the negative impacts and maximize the benefits of new industrial development, to develop local programs to manage development, and to negotiate with industrial developers. (See Appendix D for Series II agenda.)

In both workshops, it was difficult to choose what topics to cover. Series I gave some information on a broad range of topics, while Series II gave in-depth information on just a few topics. Even at that, the amount of information to be covered in each session had to be continuously cut back. Identifying specific teaching objectives for each session was very effective in narrowing the scope and defining the contents of each session. For example, in Series II, the objectives for the session on environmental impacts were: (1) illustrate the environmental impacts of oil and gas related facilities by providing information on specific activities associated with these facilities such as construction in wetlands, site alteration, dredging, etc.; and (2) show how the negative impacts of these activities can be minimized through relocating the facility or requiring specific engineering or building techniques or design modifications. A teaching objective that was considered and dropped was to show how to conduct an environmental impact assessment. This would have led to an entirely different session.

One of the difficulties of designing a single workshop that would be held in a number of different geographic regions was deciding whether and how to make the content more applicable to specific regions. More regional modifications were made in Series I than in Series II. This was partly because the first series was designed to convey a lot of factual information on the status of OCS leasing in each region, while Series II session did not depend on specific regional information. Cost and time requirements also affected the number of changes that were made for each workshop.

In Series I, workshops were modified in a number of ways. Speakers from the region were used in two of the sessions. Background papers on each region were prepared for incorporation into faculty presentations. In the exercise asking participants to estimate offshore development activities, estimates for low, medium, and high oil finds were changed to reflect potentials in each region. For the Alaska workshop, the role-playing exercise was completely redone to reflect the fact that there was only one state, not many, and to include factors not found in the Lower 48 states, such as Native Corporations. Also, Alaska speakers were added to sessions that normally would have been handled by the regular faculty. Making these changes in Series I workshops was essential to their success and improved their effectiveness, but the cost in staff time and materials production was high.

Much more OCS information, focused for each region, was readily available by Series II. For this reason, and because time and resources were short, Series II sessions and materials were designed to work with fewer

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changes. Even so, faculty members made attempts to focus their oral presentations on the region. This approach worked very well in the Lower 48 states. In Alaska, where variations are more severe, some participants were disappointed in the lack of a specific Alaska focus, although the participants' written evaluations at the end of the workshop were very positive.

Experience with OCS-related issues varied by region. The faculty was concerned that California and Alaska planners, with more OCS experience, might not be interested in the Series I workshop with its introductory material. As a result, the Pacific Coast workshop was held in Oregon, not California, to attract more participants from Northern California, Oregon, and Washington where OCS development was just beginning. At the Alaska workshop, state and local officials were used to compensate for the faculty's lack of experience in Alaska.

TEACHING METHODS

The faculty reviewed a range of teaching methods to determine which would be most appropriate for conveying the content of each session. Theoretically, the content and teaching objectives for each session should be defined first and then the methods selected that will be most effective for meeting those objectives. In practice, the faculty worked on both tasks simultaneously, but this did not hinder the effort. For the most part, the faculty had little teaching experience, but the aid of a training consultant and their experience as workshop participants enabled them to select and develop the teaching techniques.

Series I used a variety of teaching methods ranging from the traditional lecture to a complicated role-playing and gaming exercise (Table 1). Series II relied primarily on case study exercises supplemented by lectures (Table 2). Improvements to sessions were made throughout the planning phase and during the early workshops. In that process, important lessons about the appropriate and effective use of different techniques emerged.

Ice-Breaker and Wrap-Up Exercises

Ice-breaker and wrap-up exercises were used in both series of workshops. (See Appendix E for examples.) Participants completed short questionnaires at the start and conclusion of each workshop. A discussion leader spent 10 to 15 minutes reviewing the questionnaire, asking for a show of hands or an individual opinion. The results of the ice-breaker exercise were later tallied and displayed.

The purpose of the ice-breaker exercise was to raise issues covered in the workshop, encourage participants to relax and contribute, and build momentum for the rest of the sessions. Participants were asked where they were from, what kinds of agencies they represented, how they viewed broad issues such as the importance of the environment vs. the economy and so on. Participants learned about each other from the exercises and the information also helped the faculty tailor their presentations to the participants' interests.

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TABLE 1. SERIES I TEACHING METHODS

Session	Teaching Method
DAY 1	
Regional Outlook (12:00-2:15)	Single speaker or panel from region
Introduction (2:30-2:45)	Ice-breaker exercise; general introduction to workshop
Estimating Offshore Development Activities (2:45-4:30)	Lecture with slides; exercise
Characteristics of Onshore Facilities (4:30-5:15)	Lecture with slides
Round Table Discussion Sessions (5:45-6:45)	Participant discussion of selected topics
"Offshore Oil: Community Perspective: Offshore/Onshore" (8:30-10:30)	Films
DAY 2	
Onshore Impacts: What Do They Mean For Your Community? (8:30-11:00)	Three lectures, one with slides; exercises following two lectures
A Procedure for Onshore Facility Site Identification (11:00-12:00)	Lecture with slides
The 1976 Amendments to the Coastal Zone Management Act (12:00-1:00)	Lecture
Onshore Facilities Siting Simulation (1:30-4:45)	Role-playing and gaming
DAY 3	
Local Planning Approaches for Industrial Facility Siting (8:15-11:00)	Seminar discussion
Local Response to Offshore Oil and Gas Development in the Region (11:00-12:30)	Panel discussion with local speakers
Workshop Evaluation (12:45-2:00)	Wrap-up exercise

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TABLE 2. SERIES II TEACHING METHODS AND CASE STUDY OBJECTIVES

Session	Teaching Methods	Case Study Objectives
DAY 1 Introduction (10:00-10:30)	Lecture; ice-breaker exercise	
Facility Siting Considerations (10:30-11:45)	Lectures with slides	Present industry priorities in facility siting and citizen/ environmentalist response
Get to Know Your Community (11:45-1:30)	Case study briefing with slides; case study exercise	Get to know fellow participants and case communities Develop community goals Identify potential problems and benefits associated with on-shore facilities
Impacts--Econonomic, Social and Fiscal (1:45-5:00)	Case study briefing; case study exercise	Evaluate a hypothetical impact assessment Identify positive and negative impacts Develop strategies to minimize negative impacts and maximize positive ones
DAY 2 Environmental Impacts and Management (8:30-12:15)	Lecture with slides and overhead; case study exercise	Review environmental characteristics of community Evaluate hypothetical impact assessment Choose best site for each facility from an environmental standpoint Identify techniques for minimizing negative impacts at selected sites
Leasing and Development--The Federal Role (1:15-2:00)	Lecture with overhead	
Managing Industrial Development--Planner's Role (2:00-5:00)	Lecture with flip chart; case study exercise	Evaluate effectiveness of existing land-use regulations Modify existing regulations or develop new ones Develop strategies for problems not addressed by land-use controls Discuss the role of local governments in the context of state and federal programs
DAY 3 Siting A Facility--Proposal and Response (8:30-11:00)	Case study briefing; case study exercise	Using information developed in preceding sessions, choose facilities and select sites Negotiate with industry

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A similar wrap-up exercise was used in both series, but later dropped in Series II. The wrap-up exercise ended the workshop on a high note, leaving participants with the feeling that their contributions were important. Some questions from the ice-breaker were repeated to see if participants' attitudes had changed. Another question asked participants how they would use the workshop information. The wrap-up exercise was dropped from Series II since the momentum of the workshop was already high as a result of the last case study exercise.

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The key to the success of these exercises in the two series was keeping them short and light and having a discussion leader who sparked enthusiasm and got the participants involved.

Panel Discussions

The panel discussion proved to be an effective means for adding information on regional and local events to the Series I workshops. Panels of individuals from the region were used in the first session to describe the status of OCS development in the region, and in a later session, to discuss approaches local governments in the region had taken to cope with the impacts of offshore energy development.

Though the panels provided regional information, their quality was uneven and unpredictable. This was especially true of the panelists for the first session who were unfamiliar with the style and content of the workshops. Eventually, this panel was replaced by a single speaker. The panel of local officials towards the end of the workshop was usually better. Panelists had the benefit of participating in the preceding sessions and their assignment--to tell what their agency had done--was easier.

The panels were time-consuming to organize. APA staff made numerous calls between workshops to identify potential speakers and obtain their commitment. At that, there were still cancellations and a flurry of last minute substitutions from among registered participants. But even with the problems, panel discussions were still the best method for presenting regional information.

Lectures With Visual Aids

The educational value of the lecture was not overlooked in selecting teaching methods for the workshop series. Faculty saw the lecture as a good way to convey a lot of information, but recognized that insufficient preparation or poor delivery could greatly reduce its effectiveness. To increase the effectiveness, lectures were kept short--no more than 30 minutes--and visual aids were used. Visual aids help keep the participants' attention, illustrate some points better than words, and make the organization of lectures clearer.

The lecture was used in both series, sometimes on its own, but more often in combination with other techniques. For example, in Series II, a lecture was used to introduce each case study section. Slides, overhead

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projections, flip charts and hand-out materials served as visual accompaniments to lectures in almost every case. Slides were especially useful for introducing the hypothetical case study communities in Series II.

Visual aids are important. Word slides should be easily readable from any part of the room and should illustrate major points of a lecture. It is sometimes helpful to vary the type of visual aid. Transparencies for an overhead projector and flip charts are good alternatives to slides, but the movements required to use them can be distracting.

Workbook Exercises

Workbook exercises were used in Series I to teach a method for predicting the timing and magnitude of offshore drilling and its onshore impacts and a way to assess the socioeconomic impacts of offshore development. The faculty chose this method becuse it gave the participants actual experience in going through the process step-by-step, doing the necessary calculations. In both sessions, however, participants were sometimes bogged down by the math and, in spite of having heard an introductory lecture, seemed to miss some of the important concepts behind the methodologies. For this reason, the workbook exercises were simplified over the first few workshops, although some argued that this simplification misrepresented the true complexity of the subject matter.

Role Playing and Gaming

Role-playing exercises can be simple, requiring individuals to play roles in small groups with little direction and few props, or complex, involving game boards and other props and a complex set of directions from the instructor. Role-playing and gaming are useful for conveying information about the way groups or individuals relate in any given situation. Making people play roles of individuals that they do not understand or agree with helps increase their understanding of that role.

In Series I, a game was chosen as the best means to convey the complexity of locating onshore facilities associated with offshore development. Props included a large map of a hypothetical three-state region, play money, and small wooden buildings to represent industrial facilities. Structured events were the announcement of oil and gas discoveries, citizen polls on the location of new facilities, news broadcasts announcing regional happenings such as the closing of an important military base, and so on. Each of the 60 to 70 participants were given different roles ranging from land owners and fishermen to governors and mayors. Industry role players moved the game along, trying to fulfill their job of locating necessary onshore facilities.

The game took about three hours and was enthusiastically acclaimed by most participants. Most participants said that the game forceably brought home the political and economic climate in which decisions about oil and gas development are made. Several changes were made to improve the game as a teaching device. First, roles that did not provide participants with enough to do were changed. Second, a half-hour debriefing and evaluation session

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was added after the game, to summarize the points learned in the game and to hear participants' suggestions on how to improve the game.

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While a complex game is an excellent way to convey information, the high costs and need to have faculty with gaming experience may prohibit its use.

Case Studies

The case study approach was used in Series II. Typically, a problem, and the information necessary to solve it, is presented and the participants work out a solution. The work is done individually or in small groups and then the case study facilitator leads a group discussion of the results. Sometimes a "textbook" answer or commentary is provided for the students' later use.

The Series II case studies were based on three hypothetical communities, each of which could be expected to respond differently to OSC development impacts. The three were: Port Ramon, a port city of 100,000; Seaside, a fishing town of 27,000; and Lark Harbor, a resort community of 6,000. The participants, acting as planners from one of these hypothetical communities, were asked to assess the impacts on their community of a permanent service base and a gas processing plant and then to negotiate with industry to site one or both of these facilities in their community. The participants were assigned to tables of 5 to 7 in the hypothetical community that most closely represented their own community.

Each case study section took about two to three hours to complete. The session began with a lecture and then the case study facilitator would introduce an exercise, reviewing materials and providing suggestions for performing various tasks. Each session was concluded with a discussion by the participants of the results of their work. This was led by a faculty facilitator assigned to each community. (See Table 2 for case study objectives.)

The case study facilitators were an important key to making the exercises work. A permanent facilitator, drawn from the faculty, was assigned to each of the three case communities. This provided continuity by singling out one person who would answer questions, provide instructions and run discussions.

The participants sometimes complained that they did not have enough time to work with the information presented. The amount of material presented was not cut because the faculty thought that it was better to challenge the participants than to run the risk of boring them with over-simplified exercises. And, in their written evaluations, the majority of the participants indicated that the length of the case studies was "about right" rather than "too long" or "too short."

Informal Sessions

Several sessions in each series were designed to allow participants to

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talk to each other and to the faculty. In Series I, an informal seminar session encouraged participants to share their own experiences in dealing with OCS development. Another session brought participants and faculty together informally to discuss one of several topics. The topics were drawn from the information presented in the workshops, but participants were free to suggest their own topics. The faculty kept a low profile while participants with similar interests shared ideas. It is often difficult for workshop designers to reserve time for loosely structured informal discussions, but this interaction among participants is important to a successful workshop.

Films

In both series, films about OCS development and its impacts were shown. The films, shown at the end of the day (after dinner in Series I and just before dinner in Series II) were more of an optional activity than the daytime sessions. Even so, attendance at the films was fairly high in both series, though not as high as for the regular sessions. A discussion period was scheduled after the films.

WORKSHOP MAERIALS, HANDOUTS, AND REFERENCE BOOKS

The writing of workshop materials began as soon as faculty responsibilities for different sessions were assigned. It was important to start this process as soon as possible to allow for final editing, typing, and printing. The faculty submitted drafts to APA prior to each monthly planning meeting. APA and the project sponsors then compiled, edited, and reproduced the materials for review and evaluation at the monthly meeting. This process was repeated for the pretests and the first few workshops until the final version was reached.

Workshop notebooks with sections for each session were designed for both series. Sections usually contained a summary or outline of the information presented in the session, supporting materials such as articles or excerpts from reports, and directions for an exercise.

Series I materials consisted of a two-volume notebook. Volume I contained a variety of information needed to support the different sessions. It also contained the Source Book, a compilation of references to relevant literature, research in progress, agencies, films, and individuals. Volume II, Planning for Onshore Development, was a collection of excerpts from reports, articles, local government resolutions and ordinances, illustrating ways local governments had approached the problems of offshore oil and gas development. (Table 3).

The Series II notebook contained outlines of the presentations for each session followed by instructions for the case study exercise and information about the hypothetical communities (Table 4).

Development of the workshop materials was facilitated by the existence of good research. In Series I, the NERBC-RALI research provided the basis for many sessions. In Series II, the faculty found that despite existing research, designing participatory exercises to convey information was

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difficult and, in some sessions, the materials took up to six man-months to develop.

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It is important that workshop materials not be too long or complicated, since the time alloted for reading and digesting the materials is short. Over the course of the planning meetings, and pretests, improvements almost always involved shortening and simplifying materials. This was particularly true of the case studies.

The primary function of workshop materials is to facilitate the transfer and exchange of information at the workshop, but if materials can be designed to serve a useful purpose after the workshop, so much the better. The take-home value of the materials for Series II would have been enhanced if narrative summaries of presentations rather than outlines had been included.

Additional reports and materials that were handed out increased the take-home value of the workshop. The three-volume NERBC-RALI research and Environmental Planning for Offshore Oil and Gas, a nine-volume report by the U.S. Fish and Wildlife Service are two examples of additional hand-outs. The use of hand-outs was an effective means of increasing the information provided to participants without overloading the workshop schedule. In addition, a variety of books and reports were displayed at the workshops. Participants could request copies of these materials.

THE FACULTY

There were a dozen or so faculty for each of the workshop series. Most participated in the development of the workshops and about seven were involved in both series. The staff work of about half of the faculty was supported by their agencies, while the other half was supported by the project contract. (See Appendix C for faculty lists.)

The workshops could have used fewer faculty, but, although managing such a large group is difficult, there were advantages to a large diverse faculty. It gave the participants access to staff from different federal agencies, each with a different expertise. The faculty also helped facilitate the participatory exercises and assisted with the mechanics of registration, audio-visual equipment operation, and other logistical activities.

Keeping many of the same faculty in Series I and II, and from workshop to workshop, increased the overall effectiveness of the workshops. The faculty knew and worked well with each other. Transitions between sessions were good, and speakers could reference points raised in other sessions or in other workshops progressed, because the active involvement of participants in many of the sessions made each workshop different and challenging for them.

Few of the faculty had much teaching or public speaking experience, but all improved with practice. The following points helped:

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TABLE 3. SERIES I WORKSHOP MATERIALS

Session	Workshop Material
DAY 1	
Regional Outlook (12:00-2:15)	Description of panelists and topics
Introduction (2:30-2:45)	Ice-breaker exercise
Estimating Offshore Development Activities (2:45-4:30)	"Workbook" NERBC. Estimates for New England, 1976
Characteristics of Onshore Facilities (4:30-5:15)	"Factsheets" in the Source Book NERBC. Factbook, 1977
Round Table Discussion Sessions (5:45-6:45)	None
Films (8:30-10:30)	None
DAY 2	
Onshore Impacts: What Do They Mean For Your Community? (8:30-11:00)	Guidelines for exercises Information on environmental impacts
A Procedure for Onshore Facility Site Identification (11:00-12:00)	NERBC. Planning Methodology, 1977
Onshore Facilities Siting Simulation (1:30-4:45)	Instructions for game
DAY 3	
Local Planning Approaches for Industrial Facility Siting (8:15-11:00)	Planning for Onshore Development, Volume II
Local Response to Offshore Oil and Gas Development (11:00-12:30)	Description of panelists and topics
Workshop Evaluation (12:45-2:00)	Workshop Evaluation Form
Other	Source Book

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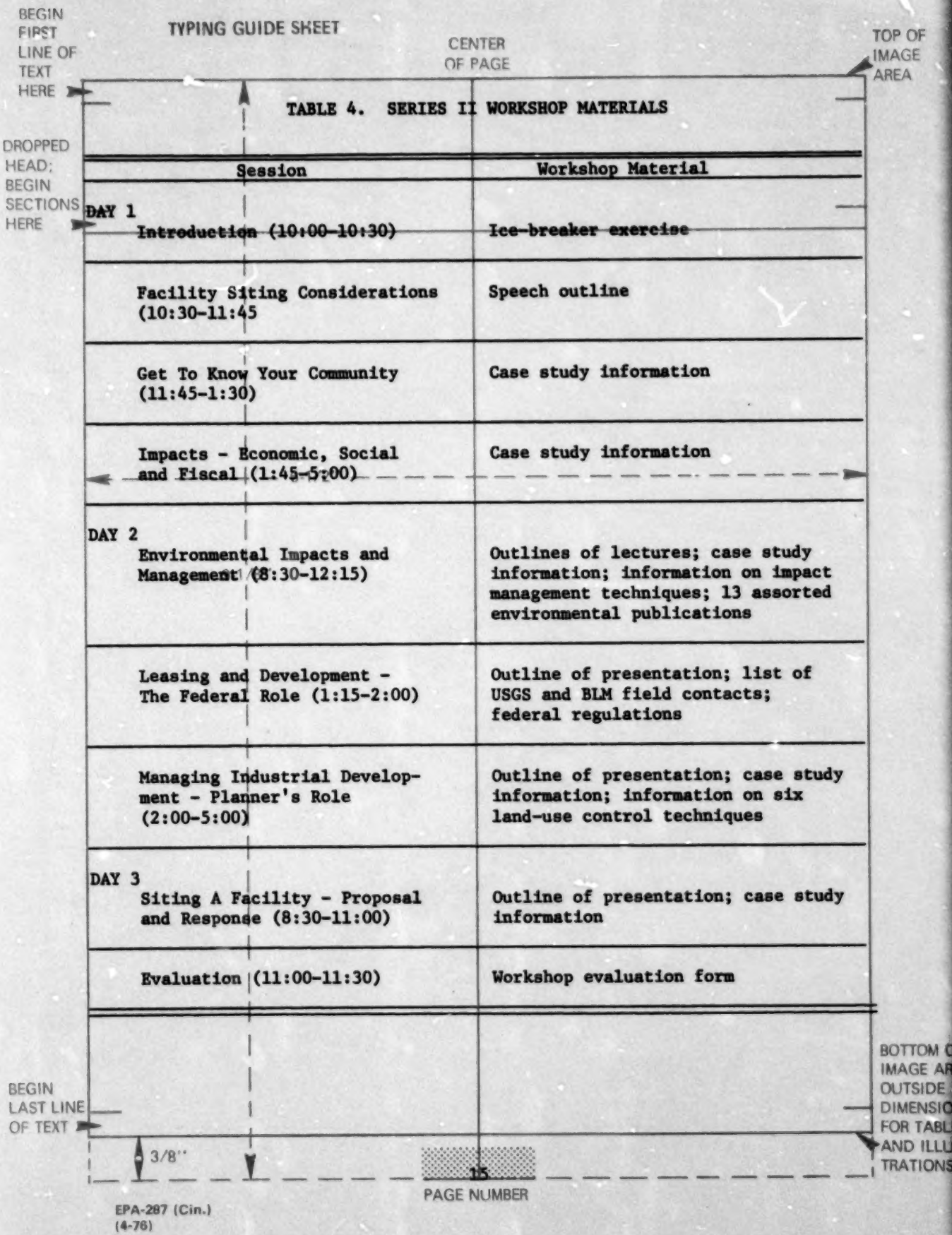

TABLE 4. SERIES II WORKSHOP MATERIALS

Session	Workshop Material
DAY 1 Introduction (10:00-10:30)	Ice-breaker exercise
Facility Siting Considerations (10:30-11:45	Speech outline
Get To Know Your Community (11:45-1:30)	Case study information
Impacts - Economic, Social and Fiscal (1:45-5:00)	Case study information
DAY 2 Environmental Impacts and Management (8:30-12:15)	Outlines of lectures; case study information; information on impact management techniques; 13 assorted environmental publications
Leasing and Development - The Federal Role (1:15-2:00)	Outline of presentation; list of USGS and BLM field contacts; federal regulations
Managing Industrial Development - Planner's Role (2:00-5:00)	Outline of presentation; case study information; information on six land-use control techniques
DAY 3 Siting A Facility - Proposal and Response (8:30-11:00)	Outline of presentation; case study information
Evaluation (11:00-11:30)	Workshop evaluation form

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- Speakers should be familiar with all equipment, including the positions and operation of projectors, flip charts, microphones, lights, etc., before starting.

- To the extent possible, speakers should use notes rather than prepared speeches. Speeches, written in a conversational tone and delivered informally, can be used if necessary. Most of the inexperienced speakers in the workshop series shifted easily from formal presentations to more relaxed, informal ones as the workshops progressed.

- Speakers should stay on schedule. In Series II, a timer was appointed to alert the speakers as the end of their time approached. This procedure kept the workshops on schedule and gave speakers an incentive to be concise and well organized.

- Speakers should leave time for questions and answers.

The workshop programs in each series had slots for faculty members that were filled on a workshop by workshop basis. Two panel discussions were organized for each workshop in the first series and staff persons from the Office of Coastal Zone Management were invited to make luncheon presentations. In Series II, a different League of Women Voters representative was added to the faculty at each workshop to represent the citizen's view. With some exceptions, these presentations were not as successful as those of the permanent faculty because the outside speakers did not have a real sense of the direction and content of the workshops. It might have helped to focus more attention on briefing these speakers.

The use of industry representatives improved the workshops. Initially, in designing Series I, faculty did not want to encourage strong industry participation for fear that the workshops would be labeled "pro-development." But as Series I progressed, it became evident that many participants' questions and concerns could only be answered by industry representatives. Arrangements were made with the API to include a few representatives at each workshop. In Series II, a representative of industry made a presentation and participated in the case studies. Industry representatives' comments lent perspective to the workshop and provided a valuable opportunity for participants to get direct answers.

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SECTION 3

WORKSHOP MANAGEMENT

The logistical arrangements of a workshop are as important to its success as the development of the program.

SCHEDULING

A detailed schedule, beginning with the first planning meeting and ending with the last workshop, was developed to guide the faculty through the many steps of a workshop series such as developing the program, publishing materials, inviting participants, and evaluating the workshops. Though this schedule had to be modified substantially in some cases, e.g. adding another pretest for Series II and postponing the first workshop, it helped keep the project on schedule and running smoothly.

Workshops in both series were scheduled at monthly intervals (approximately) over the Summer and Fall of 1977 and again in 1978. The workshops were scheduled for the Summer and Fall because the project started in the Fall and four to six months were needed for the planning phase. The dates for the workshops were scheduled to avoid holidays, regional events, and conflicts with faculty members' other commitments.

In selecting sites for the workshops, locations were chosen that were accessible, yet remote enough to provide few distractions. The staff was concerned that particpants who lived and worked in the city where the workshops were held would attend only certain sessions and return to their offices at other times. This would have been particularly disruptive in Series II. Workshops were held in a variety of places, ranging from remote resort hotels to downtown hotels.

PROMOTION

To make sure that the 60-70 most appropriate individuals in a region attended the workshop, the governors of coastal states were asked to appoint state contacts. These contacts provided names of potential participants as well as suggestions for regional content and panelists. This process was supplemented by the wide distribution of a promotional brochure. Promotional materials that are well written and designed will help attract the right participants. For all workshops, pre-registration was always near the desired level, ranging from 50-110.

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Since the workshops were designed primarily for state and local officials, priority was given to them in accepting applications. Federal agency applicants were referred to the workshop for federal officials held at the Reston, Virginia USGS National Center at the end of each series. Another group, private consultants, were allowed to participate only if they were under contract to a state or local government working on an OCS-related project.

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HOTEL ARRANGEMENTS

Hotels were selected and booked as soon as the workshop agenda became detailed enough to provide some indication of the length of the workshops and their meeting room requirements. This was usually about four months before the first workshop in the series, though changes were made after that. Criteria for selecting hotels included their ability to accommodate the workshop on the desired dates, the availability of appropriate meeting rooms, and cost, both to the participants and the project. In some cases, the workshop had to be moved to another location because appropriate hotels could not be located and in other cases workshop dates were shifted to accommodate hotel schedules.

Communicating in detail and in writing with the hotel is essential to getting good service. Details were sent to the hotel on every aspect of the workshops including expected attendance, the number of hotel rooms that should be set aside for participants, the number and types of meeting rooms required, the exact starting and ending times of each session, the specific table and chair arrangements needed, the audio-visual equipment or flip charts required, and arrangements for food functions such as coffee breaks, lunches, and cash bars.

Unfortunately, in spite of the best written and telephone communication before the workshop, there are always problems. One hotel failed to provide the proper audio-visual equipment. Another was consistently late in delivering meals and coffee. Dead microphones, poor air conditioning or heating and inadequate lighting were also problems. A staff person, assigned to handle logistics, kept these problems from detracting from the workshop. This was essential to the smooth execution of the workshops.

THE WORKSHOP TIMETABLE

The starting and ending times of the workshops and the scheduling of particular sessions had quite an effect on attendance at the sessions. The first Series I workshop began with dinner and a speech. With such a short program on the first day, attendance was low. After the first workshop, the starting time was changed to noon which increased attendance at the first session. Series II originally began at noon and ended on the evening of the third day. Ending at night seemed to result in participants leaving after lunch on the third day. The starting time was changed to 10:00 a.m., allowing the workshop to end before lunch on the third day. These changes improved attendance at the first and last sessions.

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Because there was much information to cover in a short time, the faculty was diligent in starting sessions on time. This showed the participants that the faculty was serious about the material and set the tone for the entire workshop. In many cases, people were milling about outside the meeting room at the time the workshop was due to begin. Rather than wait for the participants to take a seat, the workshop began on schedule and people quickly filled the room.

Evening and simultaneous sessions were rejected in the workshop planning phase. The pace of the workshops was so strenuous, especially in Series II, that the faculty felt the participants would welcome a chance to take a break at night. Evening films were shown for those who were interested. Simultaneous sessions were for the most part not used because the workshop sessions built upon each other. Simultaneous seminar discussions at the end of the Series I workshop were the only exception.

FACULTY COORDINATION

The faculty met at each site before the workshop began. In Series I, part of this meeting was devoted to collating materials and preparing the workshop notebooks. Changes in sessions, faculty responsibilities, dates for the next workshop, and other organizational matters were also covered. An audio-visual run-through for speakers using slides was conducted the night before the workshop began in Series II.

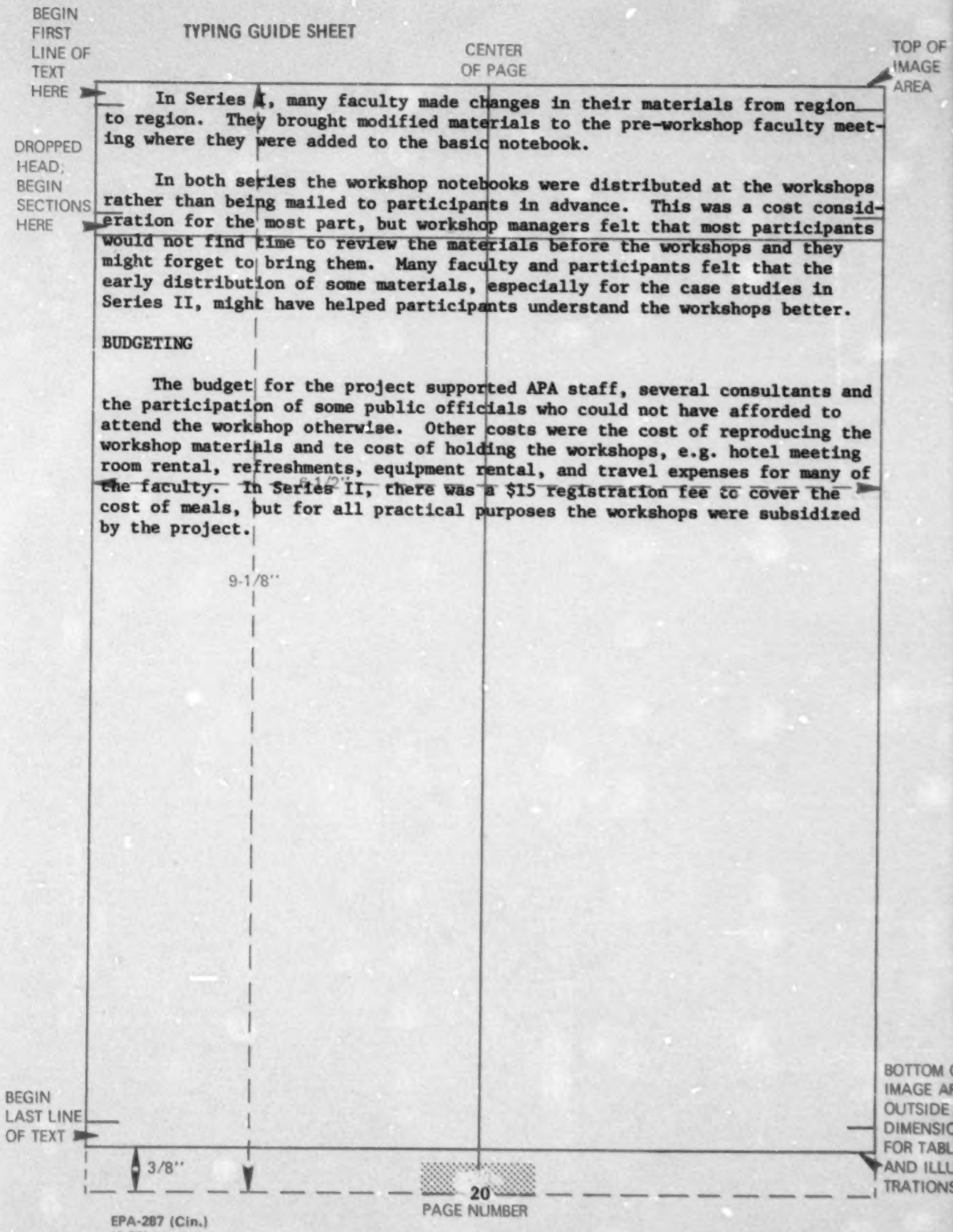
In order to make the workshops run smoothly, faculty members were assigned specific tasks at each workshop. A detailed schedule of faculty assignments was developed. One faculty member was responsible for having the proper equipment in place and, in some cases, operating that equipment. Another faculty member was to see to it that lights were turned on or off without the speaker having to pause and wait. A third faculty member was responsible for timing each speaker to keep the workshop running on schedule. (See Appendix F for faculty assignments.)

Following each workshop, a faculty meeting was held to assess the effectiveness of the workshop, concentrating on faculty presentations, the participants' interest and involvement in the case studies or other exercises, and logistical details. The evaluation sessions were very valuable in the early stages when major improvements were noted. As each series continued, only marginal improvements could be made.

MATERIALS PRODUCTION AND DISTRIBUTION

The workshop management staff was responsible for producing and distributing workshop materials. This involved producing drafts of the materials during the planning phase as well as supervising the printing of the final version.

In both series, the faculty revised and improved materials after each of the first two workshops. After that, materials were printed in final form for the remaining four or five workshops.



In Series I, many faculty made changes in their materials from region to region. They brought modified materials to the pre-workshop faculty meeting where they were added to the basic notebook.

In both series the workshop notebooks were distributed at the workshops rather than being mailed to participants in advance. This was a cost consideration for the most part, but workshop managers felt that most participants would not find time to review the materials before the workshops and they might forget to bring them. Many faculty and participants felt that the early distribution of some materials, especially for the case studies in Series II, might have helped participants understand the workshops better.

BUDGETING

The budget for the project supported APA staff, several consultants and the participation of some public officials who could not have afforded to attend the workshop otherwise. Other costs were the cost of reproducing the workshop materials and te cost of holding the workshops, e.g. hotel meeting room rental, refreshments, equipment rental, and travel expenses for many of the faculty. In Series II, there was a $15 registration fee to cover the cost of meals, but for all practical purposes the workshops were subsidized by the project.

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SECTION 4

PARTICIPANTS' EVALUATION

In both series, participants formally evaluated the workshops. Their comments helped faculty improve their individual sessions and measure the overall success of the workshops. Participants' impressions were gathered through two questionnaires, one given out at the workshop and a second sent three to four months after the workshop.

ON-SITE EVALUATIONS

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Of the 413 participants who attended Series I, 261 or 63 percent filled out evaluation forms. For Series II, total participation was 423, out of which 218 or 52 percent completed evaluations. (See Appendix G for results).

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The first part of the on-site evaluation asked participants to rank sessions and their components as "Excellent," "Good," "Fair," or "Poor." "Good" was the rating most often awarded by participants in all categories for both series. Percentages of participants who rated the sessions "excellent" or "good" compared with those rating the sessions "fair" or "poor" are presented in Tables 5 and 6.

Participants' rating of the workshop as a whole was also very high (Table 7). Asked for their "overall appraisal of the take home value of the workshop," over half of the Series I participants answered: "What I learned will be of substantial value to me and my agency in the future." The question was not asked for Series II.

Trying to match the workshop content to the expected level of expertise and knowledge of the participants was an important consideration in the planning phase for both workshops. On the on-site evaluation, participants were asked to rate their knowledge of OCS issues and to indicate whether the information presented at the workshop was presented at the appropriate level. The majority of respondents at both series ranked their level of knowledge or expertise at the low end of the scale (Table 8) and thought that the information had been presented at the appropriate level. But in both series, 20 percent to 25 percent of the respondents said that the material presented was "not technical enough."

The effectiveness of different teaching methods was tested by asking Series II participants which workshop activities were most beneficial in helping them prepare for and deal with the onshore impacts of OCS

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TABLE 5. PARTICIPANTS' RATING OF SERIES I SESSIONS*

SESSION	Overall Quality		Instructional Materials		Instructors	
	E/G	F/P	E/G	F/P	E/G	F/P
DAY 1						
Regional Outlook (12:00-1:45)	84%**	16%	80%	20%	87%	13%
Estimating Offshore Development Activities (2:00-4:00)	84%	16%	88%	12%	86%	14%
Characteristics of Onshore Facilities (4:00-5:00)	92%	8%	93%	7%	92%	8%
DAY 2						
Onshore Impacts: What Do They Mean For Your Community? (8:30-11:00)	83%	17%	85%	15%	86%	14%
A Procedure for Onshore Facility Site Identification (11:00-12:00)	84%	16%	90%	10%	87%	13%
The 1976 Amendments to the Coastal Zone Management Act, Including the Coastal Energy Impact Program (12:00-1:00)	61%	39%	64%	36%	57%	43%
Onshore Facilities Siting Simulation (1:30-4:45)	81%	19%	83%	17%	85%	15%
DAY 3						
Local Planning Approaches For Industrial Facility Siting (8:15-11:00)	84%	16%	84%	16%	81%	19%
Local Response to Offshore Oil and Gas Development in the Region (11:00-12:30)	77%	23%	82%	18%	83%	17%

E/G = Excellent/Good
F/P = Fair/Poor

*Figures do not include results from the first workshop in the series.
**Percentages are rounded to the nearest whole number.

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TABLE 6. PARTICIPANTS' RATING OF SERIES II SESSIONS

SESSION	Overall Quality		Instructional Materials		Presentations		Exercise	
	E/G	F/P	E/G	F/P	E/G	F/P	E/G	F/P
DAY 1 Facility Siting Considerations (10:30-11:15)	89%*	11%	80%	20%	90%	10%	NA	NA
League of Women Voters Presentation (11:15-11:30)	60%	40%	NA	NA	61%	39%	NA	NA
Get To Know Your Community (11:45-1:30)	89%	11%	87%	13%	93%	7%	79%	21%
Impacts - Economic, Social and Fiscal (1:45-5:00)	75%	25%	83%	17%	89%	11%	69%	31%
DAY 2 Environmental Impacts and Management (8:30-12:15)	82%	18%	84%	16%	77%	23%	77%	23%
Leasing and Development - The Federal Role (1:15-2:00)	45%	55%	54%	46%	70%	30%	NA	NA
Managing Industrial Development - The Planner's Role (2:00-5:00)	95%	5%	92%	8%	95%	5%	82%	18%
DAY 3 Siting A Facility - Proposal and Response (8:30-11:00)	90%	10%	75%	25%	91%	9%	89%	11%

E/G = Excellent/Good
F/P = Fair/Poor

*Percentages are rounded to the nearest whole number.

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TABLE 7. PARTICIPANTS' OVERALL APPRAISAL OF SERIES I

(ON-SITE EVALUATION)*

Q.	**What is your overall appraisal of the "take home" value of the workshop?**
58%	**A. What I learned will be of substantial value to me and my agency in the future.**
36%	**B. Some parts of the workshop were of considerable benefit, but others were not.**
5%	**C. An excellent workshop, but it did not meet my on-the-job needs.**
0%	**D. On the whole, I did not benefit from the workshop.**
99%	

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*** Sample = 263 or 63% of the total**

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TABLE 8. THE MATCH BETWEEN WORKSHOP CONTENT AND PARTICIPANTS' LEVEL OF EXPERTISE

Q. In terms of OCS planning issues, how developed was your level of expertise before coming to the workshop?

Category	Series I*	Series II***
To a high extent	12%	3%
Significantly	19%	27%
Moderately	34%	40%
To a low extent	35%	30%

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Q. On the whole, the information presented in the workshop was:

Category	Series I	Series II
Not technical enough	18%	24%
Too technical	6%	8%
At the appropriate level	76%	68%

* Sample = 263 on 63% of total participants
** Sample = 218 on 52% of total participants

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development. The case study exercises and workshop materials were ranked highest followed by "talking to other participants" and "the lecture presentations."

The participants were asked for additional written comments. The session by session comments were especially helpful to the faculty in improving their sessions throughout the workshop series.

FOLLOW-UP EVALUATIONS

The follow-up evaluations were mailed to participants about 3-4 months after each workshop. The major purpose of the questionnaire was to find out how the participants were using the workshop information. Of the 413 participants who attended Series I, 108 or 26% returned the evaluation. Twenty-five percent (107 of 423 participants) responded to the Series II follow-up evaluation. (See Appendix H for results.)

As in the on-site evaluation, Series I participants were asked, "What is your overall appraisal of the workshop?" The follow-up response, though drawn from a smaller sample, indicated that participants' estimation of the value of the workshops had increased (Table 9). The question was not asked of Series II participants.

The session by session evaluation in the follow-up for both Series showed the same trend as the on-site evaluations with most respondents rating sessions highly. About 85% of the respondents said they had shared the information gathered at the workshops. Several participants said that they had held mini-workshops and seminars. Others distributed the materials to co-workers, sent materials to other agencies, or added the materials to their libraries.

The evaluations said that the NERBC-RALI Factbook, a report detailing the characteristics of onshore oil and gas related facilities and the Source Book, the annotated guide to information on a range of OCS issues, were the most frequently used materials.

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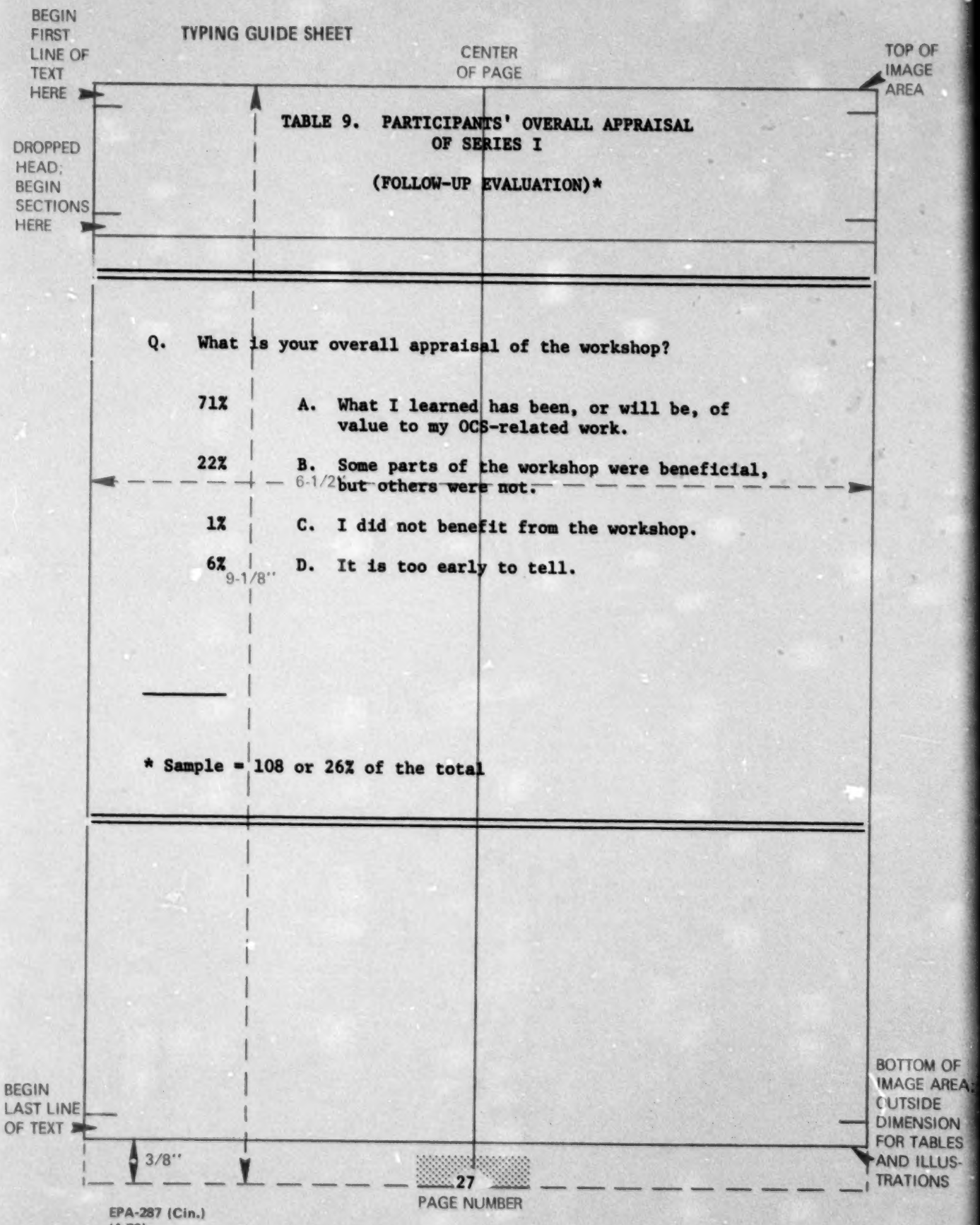
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TABLE 9. PARTICIPANTS' OVERALL APPRAISAL OF SERIES I
(FOLLOW-UP EVALUATION)*
Q. What is your overall appraisal of the workshop?
71% A. What I learned has been, or will be, of value to my OCS-related work.
22% B. Some parts of the workshop were beneficial, but others were not.
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1% C. I did not benefit from the workshop.
6% D. It is too early to tell.
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* Sample = 108 or 26% of the total
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SECTION 5

CONCLUSIONS

The participants' evaluations and the faculty's observations indicate that the workshops were a success. They achieved their main objective of providing information on OCS development and its impacts to state and local officials who could and did use it. Attention to detail in planning and conducting the workshops was the key to their success. Eight major factors were involved:

(1) Assessing the Information Needs of the Potential Audience

In both series of workshops, the content and objectives of the workshop were built around an analysis of what the potential audience needed to know. An informal telephone survey of potential participants provided ideas for Series I, while "further information needs" defined by Series I participants in the workshop evaluations guided the development of Series II.

(2) Defining Workshop and Session Objectives First

Objectives, defined clearly and precisely, are an invaluable guide to the rest of the planning process--what sessions should cover, what teaching methods are appropriate, and how long sessions will take. In both series the initial planning period was devoted to developing teaching objectives.

(3) Using a Variety of Teaching Methods

Both series used a variety of teaching methods ranging from straightforward lectures to complicated role playing exercises. The methods that actively involved participants were especially effective since they drew on the participants' knowledge and experience as well as new information.

(4) Providing a Wealth of Information Through Workshop Materials, Handouts and Reference Books

Participants received a workbook containing speech outlines, case study exercises, and various reference materials. In

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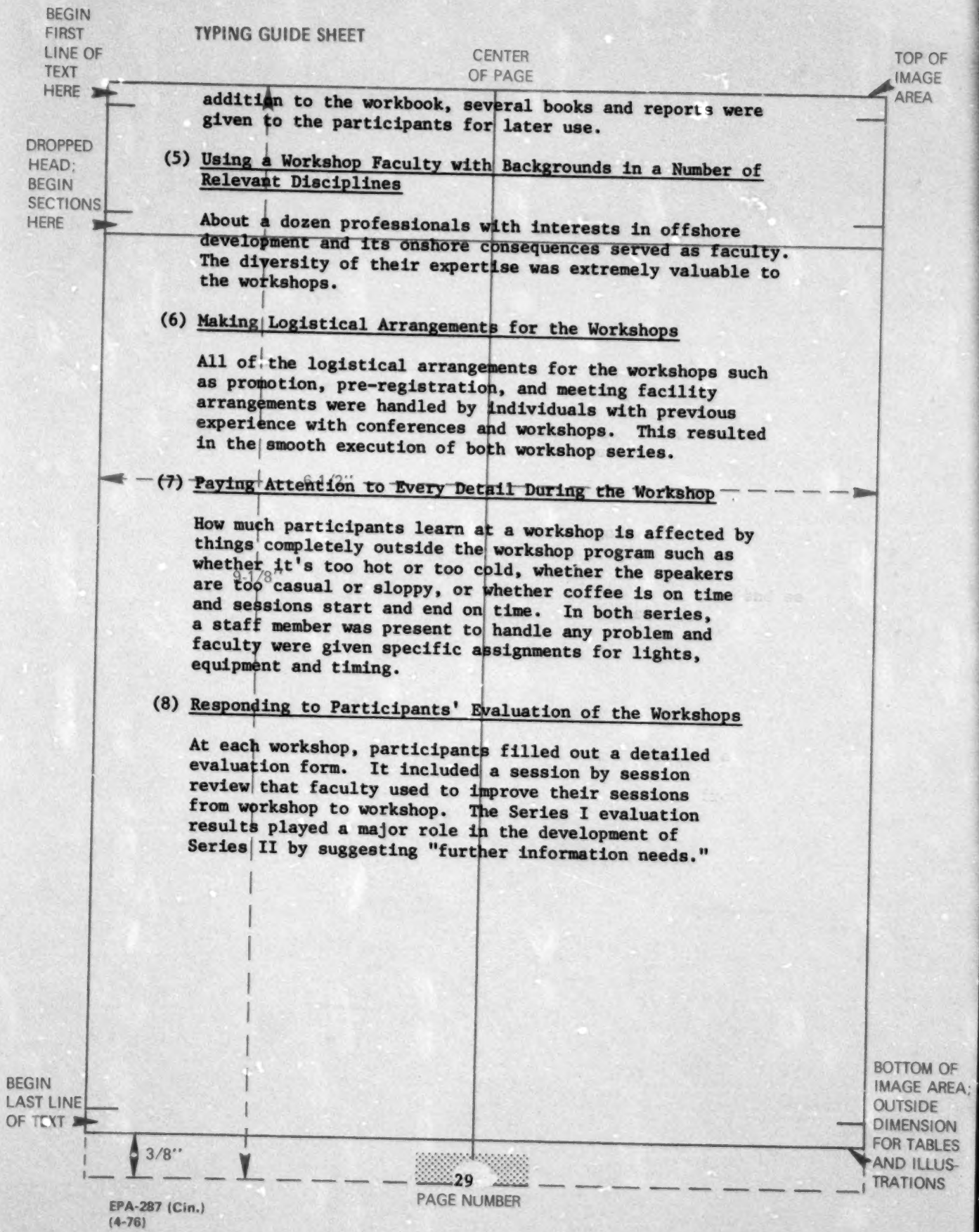

addition to the workbook, several books and reports were given to the participants for later use.

(5) Using a Workshop Faculty with Backgrounds in a Number of Relevant Disciplines

About a dozen professionals with interests in offshore development and its onshore consequences served as faculty. The diversity of their expertise was extremely valuable to the workshops.

(6) Making Logistical Arrangements for the Workshops

All of the logistical arrangements for the workshops such as promotion, pre-registration, and meeting facility arrangements were handled by individuals with previous experience with conferences and workshops. This resulted in the smooth execution of both workshop series.

(7) Paying Attention to Every Detail During the Workshop

How much participants learn at a workshop is affected by things completely outside the workshop program such as whether it's too hot or too cold, whether the speakers are too casual or sloppy, or whether coffee is on time and sessions start and end on time. In both series, a staff member was present to handle any problem and faculty were given specific assignments for lights, equipment and timing.

(8) Responding to Participants' Evaluation of the Workshops

At each workshop, participants filled out a detailed evaluation form. It included a session by session review that faculty used to improve their sessions from workshop to workshop. The Series I evaluation results played a major role in the development of Series II by suggesting "further information needs."

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APPENDIX A

SCHEDULE OF WORKSHOPS

1st Series

Coastal Region	Location	Dates (1977)
New England	Newport, Rhode Island	March 28-30
Mid Atlantic	Ocean City, Maryland	May 23-25
South Atlantic	Savannah, Georgia	July 19-21
Pacific	Otter Rock, Oregon	August 16-18
Gulf Coast	Biloxi, Mississippi	September 19-21
Alaska	Anchorage, Alaska	October 25-27
National*	Reston, Virginia	December 15-16

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2nd Series

Coastal Region	Location	Dates (1978)
Mid Atlantic	Cherry Hill, New Jersey	July 17-19
Pacific	Monterey, California	August 7-9
New England	Hyannis, Massachusetts	September 18-20
Gulf Coast	Galveston, Texas	October 2-4
Alaska	Anchorage, Alaska	October 23-25
South Atlantic	Charleston, S. Carolina	November 27-29
National*	Reston, Virginia	December 11-12
National*	Miami Beach, Florida	March 3-4, 1979

*At the end of each series, a workshop for federal employees was held in Reston, Virginia at the U. S. Geological Survey offices. In addition, in March of 1979, a workshop from the 2nd series was held at the annual American Planning Association conference, attracting participants from all over the country.

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APPENDIX B

TABLE B-1. SERIES I WORKSHOP PARTICIPANTS

OCS WORKSHOP 1977	Total Attendance	Local Agency, (Municipal, County or Regional	State Agency	Federal Agency	Oil Company	Environmental Group	Other
New England 3/28-3/30	66	56%*	32%	3%	0%	3%	6%
Mid Atlantic 5/23-5/25	59	42%	29%	8%	2%	5%	14%
South Atlantic 7/19-7/21	78	53%	31%	8%	1%	3%	5%
Pacific 8/16-8/18	82	45%	28%	12%	2%	0%	12%
Gulf Coast 9/19-9/21	72	40%	28%	18%	3%	3%	8%
Alaska 10/25-10/27	56	52%	25%	14%	4%	4%	2%
TOTALS	413	48%	29%	11%	2%	3%	8%

Average Attendance: 59

*Percentages were rounded to the nearest whole number

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TABLE B-2. SERIES II WORKSHOP PARTICIPANTS

OCS WORKSHOP 1977	Total Attendance	Local Agency, (Municipal, County or Regional	State Agency	Federal Agency	Oil Company	Environmental Group	Other
Mid Atlantic 7/17-7/19	63	33%*	37%	14%	8%	3%	5%
Pacific 8/7-8/9	38	32%	18%	18%	13%	10%	8%
New England 9/18-9/20	69	55%	14%	9%	7%	10%	4%
Gulf Coast 10/2-10/4	59	41%	5%	27%	14%	5%	8%
Alaska 10/23-10/25	114	51%	23%	14%	5%	4%	4%
South Atlantic 11/27-11/29	80	54%	12%	9%	9%	12%	4%
TOTALS	423	46%	19%	14%	9%	7%	5%

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Average Attendance: 71

*Percentages were rounded to the nearest whole figure

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APPENDIX C
SERIES I FACULTY

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Faculty for the training workshop is drawn from both national and regional groups with extensive experience in the impacts of offshore energy development, and in providing this information to state and local planners and managers.

RESOURCE AND LAND INVESTIGATION (RALI) PROGRAM, U.S. DEPARTMENT OF THE INTERIOR. The RALI Program has developed techniques to analyze the relationships between offshore activity (leasing, exploration, and development of OCS petroleum) and onshore activities. (703) 860-6717.

William Doyel, Assistant Program Manager for Information Dissemination. Mr. Doyel is the technical officer for the ASPO workshops and the NERBC/RALI Project on the onshore impacts of offshore oil and gas development.

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Philip Marcus, Environmental Planner. Mr. Marcus is co-author of a forthcoming planning methodology for siting onshore facilities and DEROCS: A Computer Program to Simulate Offshore Oil and Natural Gas Development and Onshore Service Base Requirements. He has also been involved in remote sensing, natural resource inventory, and recreation planning studies in Wisconsin.

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Malka Pattison, Community Planner. Ms. Pattison has compiled a definitive bibliography on OCS development for the RALI Program. Prior to her work with RALI, she participated in a study of the economic feasibility of waste-water recycling for the State of Arizona. She was involved in compiling a computerized data base of water resource information systems under a research grant from the University of Arizona.

OFFICE OF RESEARCH AND DEVELOPMENT, U.S. ENVIRONMENTAL PROTECTION AGENCY. EPA has studied the environmental effects of coastal development generally and the problems of oil spills specifically. (201) 321-6631

Jack Farlow, Project Officer. Mr. Farlow is the EPA technical officer on this RALI Project. He is a specialist on oil spill control and clean-up technology. He was formerly a regional coordinator for the National Estuarine Pollution Study. He also teaches earth sciences and oceanography.

THE AMERICAN SOCIETY OF PLANNING OFFICIALS. ASPO is a national organization of 14,000 professional planners, elected and appointed officials, and citizens interested in planning. ASPO has over 40 years experience in conducting land-use research and providing technical assistance for the people who make planning decisions. (312) 947-2560

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Charles Thurow, Senior Research Associate. Mr. Thurow is co-author of the principle work on performance zoning, Performance Controls for Sensitive Lands. In addition to his extensive work on innovative zoning, Mr. Thurow conducted an administrative study for Memphis and Shelby County, Tennessee. He authored an ASPO policy paper on public services for its book, Agenda for the New Urban Era.

Devon Schneider, Research Associate. Ms. Schneider has worked extensively with energy related problems in her work at ASPO. She studied financial and technical assistance for communities affected by energy resource development and was editor and writer for Energy and Environmental Assessments, a technical newsletter for Argonne National Laboratory.

Joel Werth, Assistant Researcher. Mr. Werth has worked with the Chicago Department of Development and Planning on projects to expand Chicago's industrial base. His background combines sociology and planning with extensive teaching experience.

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NEW ENGLAND RIVER BASINS COMMISSION

NERBC has studied the onshore impacts of offshore energy development. They have written a comprehensive guide to onshore facilities and have developed scenario techniques for analyzing potential development from offshore activities. (617) 223-6244

William Nothdurft, Chief of Communications and Technology Transfer. Mr. Nothdurft has been directly involved in the NERBC/RALI study since its beginning. He is co-author of a forthcoming planning methodology for siting onshore facilities. He has worked with the State of Pennsylvania and the Commonwealth of Puerto Rico in establishing environmental information services and resource assessment studies.

ADDITIONAL FACULTY

In additon to staff from these four organizations, two additional faculty members are:

Barry Lawson, Assistant Professor of Urban Affairs and Planning, Boston University. Mr. Lawson teaches resource planning and economics, and has developed educational materials for planning. (617) 353-2974

David Williams, Independent Management Consultant. Mr. Williams is the author of Rapid Growth from Energy Projects: Ideas for State and Local Action and co-author of State Information Needs Related to Onshore and Nearshore Effects of OCS Petroleum Development. For this workshop, he co-edited the Source Book. He previously served as City Administrator of Victorville, California and Assistant City Administrator of Pomona, California. (202) 265-0317

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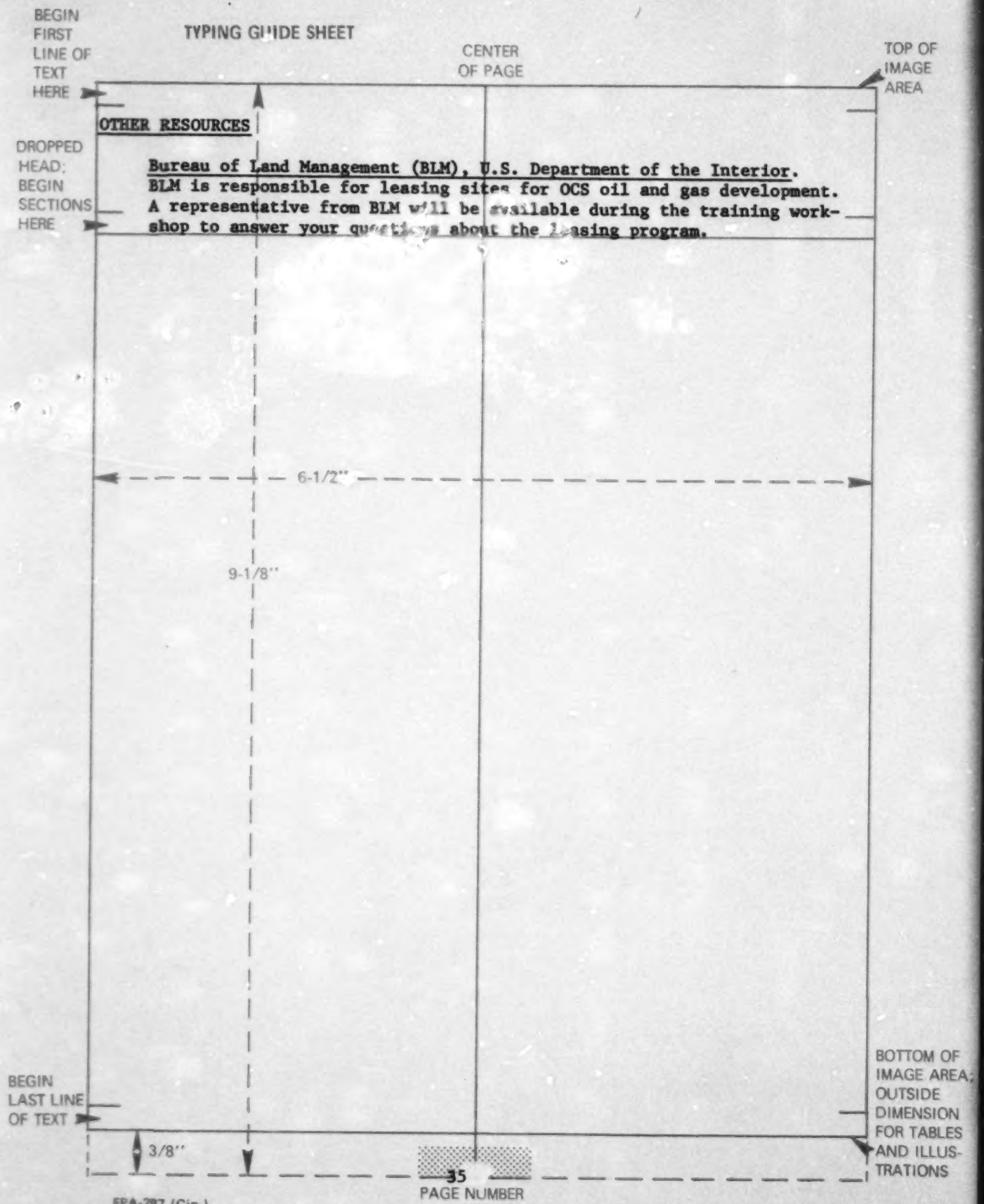
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Bureau of Land Management (BLM), U.S. Department of the Interior.
BLM is responsible for leasing sites for OCS oil and gas development.
A representative from BLM will be available during the training work-
shop to answer your questions about the leasing program.
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APPENDIX C
SERIES II FACULTY

Faculty for the training workshop is drawn from groups with extensive experience in assessing the impacts of offshore energy development and in providing this information to local and state planners, managers, and decision makers.

AMERICAN SOCIETY OF PLANNING OFFICIALS

ASPO is a national organization of 14,000 professional planners, elected and appointed officials, and citizens interested in planning. ASPO has had more than 40 years of experience in conducting land use research and providing technical assistance for the people who make planning decisions.

Linda L. Corby, Director of Member Services. Ms. Corby has been with ASPO since October, 1972. She is responsible for the design and management of ASPO's Training Program. Her activities include planning ASPO's annual conference for more than 3,000 citizen officials and practicing planners, conducting a series of short courses for planning commissioners, and developing training workshops and conferences for ASPO membership.

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Devon Schneider, Research Associate. Ms. Schneider was a faculty member for the first series of workshops, leading a seminar discussion session on land use and development controls. Since joining the ASPO staff in 1974, she has specialized in environmental planning, managing the impacts of energy-related development (Western coal and OCS-related development), and coastal zone management planning. Her work has focused on the role of local governments.

John R. Waxman, Assistant Director of Member Services. Mr. Waxman is responsible for the management of all aspects of the ASPO annual conference, which is attended by nearly 3,000 people. He also assisted in managing the first series of workshops on the "Onshore Impacts of Outer Continental Shelf Oil and Gas Development."

U.S. DEPARTMENT OF INTERIOR

Resource and Land Investigations (RALI) Program, U.S. Geological Survey. The RALI Program has developed techniques to analyze the relationships between offshore (leasing, exploration, and development of OCS petroleum) and onshore activites.

William Doyel, Assistant Program Manager for Information Dissemination. Mr. Doyel is the technical officer for the ASPO workshops and the NERBC/RALI Project on onshore impacts of offshore oil and gas development.

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Barry R. Lawson, President, Barry Lawson and Associates. Dr. Lawson is a resource economist and regional planner with extensive experience in the design of educational games and training workshops in the environmental field. He is an assistant professor of urban affairs at Boston University, and previously taught at Wayne State University. Dr. Lawson is the chairman of the North American Simulation and Gaming Association.

Philip Marcus, Environmental Planner. Mr. Marcus, in association with the New England River Basins Commission, is co-author of the three-part Planning Methodologies for siting onshore facilities, and he has constructed methods for estimating offshore energy development activities. He has also been involved in remote sensing, natural resource inventory, and recreation planning studies in Wisconsin.

Malka Pattison, Community Planner. Ms. Pattison compiled a computerized bibliography of OCS literature (Geological Survey Circular 821). She conducted the session on "Socioeconomic Impacts of OCS Development" at the previous workshop series. Prior to her work with RALI, she was involved in economic analyses of water resource issues and in compiling a computerized data base for water resource information.

Brandon Wilson, Community Planner. During last year's OCS workshops, Ms. Wilson assisted with the design and administration of the OCS gaming and simulation exercise. Prior to joining RALI, she helped develop growth policies and management tools for the state of Massachusetts as a planner for the Special Commission on Growth and the Office of State Planning. Her background in impact assessment includes a one-year research project on the EIS process at Boston University.

Conservation Division, U.S. Geological Survey. The Conservation Division is currently developing new federal and state OCS information programs and implementing an increased state and local role in OCS exploration, development and production.

Mary Anne Turner, Environmental Specialist and Coastal Zone Management Coordinator. Ms. Turner is co-author of the recent paper Federal-State Coordination on OCS Development. Her work involves NEPA, as well as endangered species compliance in relation to activities such as off-shore mineral extraction. This involves review and processing of environmental assessments and Conservation Division action.

Earth Sciences Application Program, U.S. Geological Survey. The Earth Sciences Application Program investigates the geologic and hydrologic considerations in site development, with particular emphasis on land limitations and hazardous conditions.

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Robert A. Matthews, Deputy Geologic Hazards Information Coordinator. Mr. Matthews currently is involved with state and federal agency coordination of geologic-related hazards information in land use on a nation-wide basis. He has conducted environmental geologic studies in land use planning in the Lake Tahoe basin. Prior to coming to the survey in 1977, he taught courses in engineering and environmental geology in the Department of Geology, University of California, Davis.

Office of Biological Services, Fish and Wildlife Service. The Fish and Wildlife Service recently has completed an extensive study on environmental planning for offshore oil and gas.

Larry R. Shanks, Fish and Wildlife Biologist with the National Coastal Ecosystems Team of Fish and Wildlife Service. Mr. Shanks has worked for 3 years evaluating the impact of water resources projects and coastal development in the southeastern United States. During the last three years he has been involved with contract research studies relating to onshore planning for the offshore impacts of oil, gas, and other coastal developments.

Bureau of Land Management. The Bureau of Land Management is responsible for leasing sites for OCS oil and gas development and is currently developing a cooperative federal, state, and local oil and gas transportation program.

Bernie Hyde, Program Analyst. Mr. Hyde is with the branch of Minerals Policy Development and Analysis. He has responsibilities in policy and program development on all aspects of Bureau OCS programs, oil and gas, mining, coral protection, CZM, and planning.

U.S. ENVIRONMENTAL PROTECTION AGENCY

Office of Research and Development, U.S. Environmental Protection Agency. EPA has studied the environmental effects of coastal development generally and the problems of oil spills specifically.

Jack Farlow, Project Officer. Mr. Farlow is the EPA technical officer on this RALI project. He is a specialist on oil-spill control and clean-up technology. He was formerly a regional coordinator for the National Estuarine Pollution Study. He also teaches earth sciences and oceanography.

NEW ENGLAND RIVER BASINS COMMISSION

NERBC has studied the onshore impacts of offshore energy development. The commission has written a comprehensive guide to onshore facilities and has developed scenario techniques for analyzing potential development from offshore activities.

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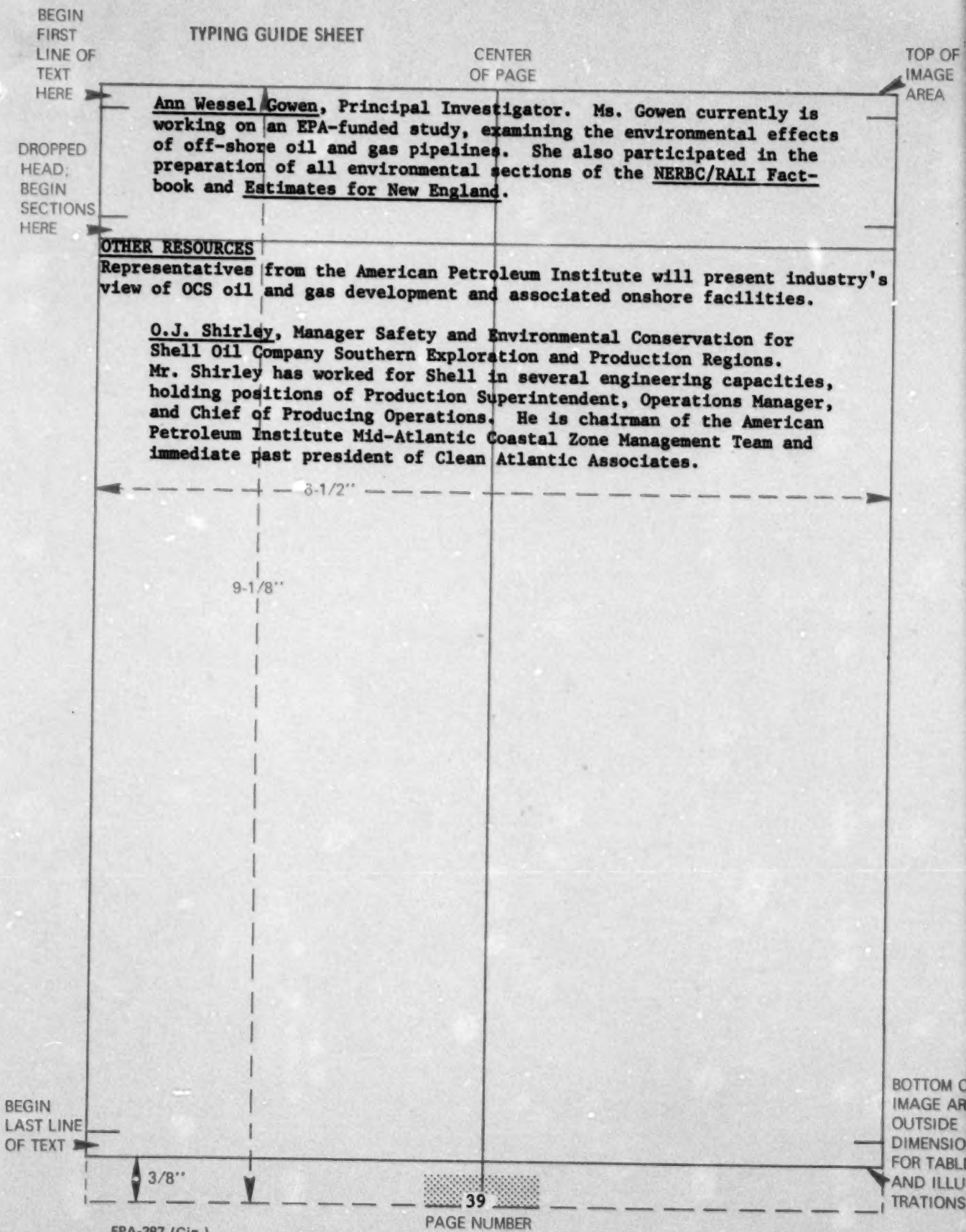
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Ann Wessel Gowen, Principal Investigator. Ms. Gowen currently is working on an EPA-funded study, examining the environmental effects of off-shore oil and gas pipelines. She also participated in the preparation of all environmental sections of the NERBC/RALI Fact-book and Estimates for New England.
OTHER RESOURCES
Representatives from the American Petroleum Institute will present industry's view of OCS oil and gas development and associated onshore facilities.
O.J. Shirley, Manager Safety and Environmental Conservation for Shell Oil Company Southern Exploration and Production Regions. Mr. Shirley has worked for Shell in several engineering capacities, holding positions of Production Superintendent, Operations Manager, and Chief of Producing Operations. He is chairman of the American Petroleum Institute Mid-Atlantic Coastal Zone Management Team and immediate past president of Clean Atlantic Associates.
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APPENDIX D
SERIES I AGENDA

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Monday

~~10:00-12:00 noon~~	**Registration**	
12:00-2:15 p.m.	**Regional Outlook: A Working Lunch***	**William Doyel, William Martin, William Manning**
	Following a brief explanation of the development and rationale of the workshop, there will be a look at oil and gas development in the Gulf of Mexico, what has happened, and what may happen. William Martin, U.S. Geological Survey, Metairie, Louisiana, will talk from the federal government standpoint; and William Manning, Louisiana Land Exploration Company, New Orleans, Louisiana, will give the industry viewpoint.	
2:30-2:45 p.m.	**Introduction to Workshop Sessions and Materials**	**Charles Thurow**
	A briefing on the workshop activities and materials.	
2:45-4:30 p.m.	**Estimating Offshore Development Activities**	**Philip Marcus**
	Onshore facilities are triggered by offshore activities. First, the components of offshore oil and gas development scenarios will be described, and then, through a workbook exercise, small working groups will construct their own offshore energy development activity estimates.	
4:30-5:15 p.m.	**Characteristics of Onshore Facilities**	**Bill Nothdurft**
	There are many onshore facilities associated with offshore oil and gas development, each with different siting characteristics and effects. This session will focus on the timing and characteristics of these facilities, and explore industry considerations in siting a facility in a frontier region.	

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*All lunches will be provided.

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5:15-5:30 p.m. **Briefing on Facility Siting Simulation** — Barry Lawson

To prepare participants for the session on Wednesday afternoon, this brief session will describe the structure and objectives of the materials to be used.

5:45-6:45 p.m. **Round Table Discussion Sessions**

This informal session will provide an opportunity to meet and talk with the other participants at the workshop, as well as a chance to discuss topics of interest with the afternoon's speakers and others who have had particular experience with OCS related development.

Open Dinner

8:30-10:30 p.m. **Film: "Offshore Oil: Community Perspective"**

This film, prepared by the Texas General Land Office, compares the impact of offshore drilling in Morgan City, Louisiana, an established OCS community, with the experience of Port O'Connor, Texas, an unincorporated area which recently began OCS development. The film focuses on interviews with local residents of both communities.

Film: "Offshore/Onshore"

A documentary prepared by WGBH-Boston for the Public Broadcasting Service that examines the experiences of OCS development in the U.S. and Scotland. It emphasizes the reactions of a broad spectrum of community residents and public officials to oil and gas development, and focuses on the planning requirements at the local and state level for coping with development when it occurs.

Tuesday

8:30-11:00 a.m. **Onshore Impacts: What Do They Mean for Your Community?** — Jack Farlow, David Williams, Malka Pattison

A central concern expressed by many is the effect of OCS development on their state or locality. The objectives of this session are to identify the onshore impacts: environmental, economic and social; and to analyze the community characteristics

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that will influence the degree of impact. The presentation on potential onshore consequences of offshore energy development will be followed by exercises to familiarize you with techniques and results of impact assessment.

11:00-12:00 noon — **A Procedure for Onshore Facility Site Identification** — **Philip Marcus**

Many states and communities already have completed a considerable amount of planning for OCS development. Using these experiences, NERBC and RALI are developing and applying a methodology for planning which will assist in site identification and impact assessment. The procedure takes into consideration public policy and industry factors which will influence and guide the development process.

12:15-1:45 p.m. — **The 1976 Amendments to the Coastal Zone Management Act, Including the Coastal Energy Impact Program--A Working Lunch** — **Gerald R. Mylroie**

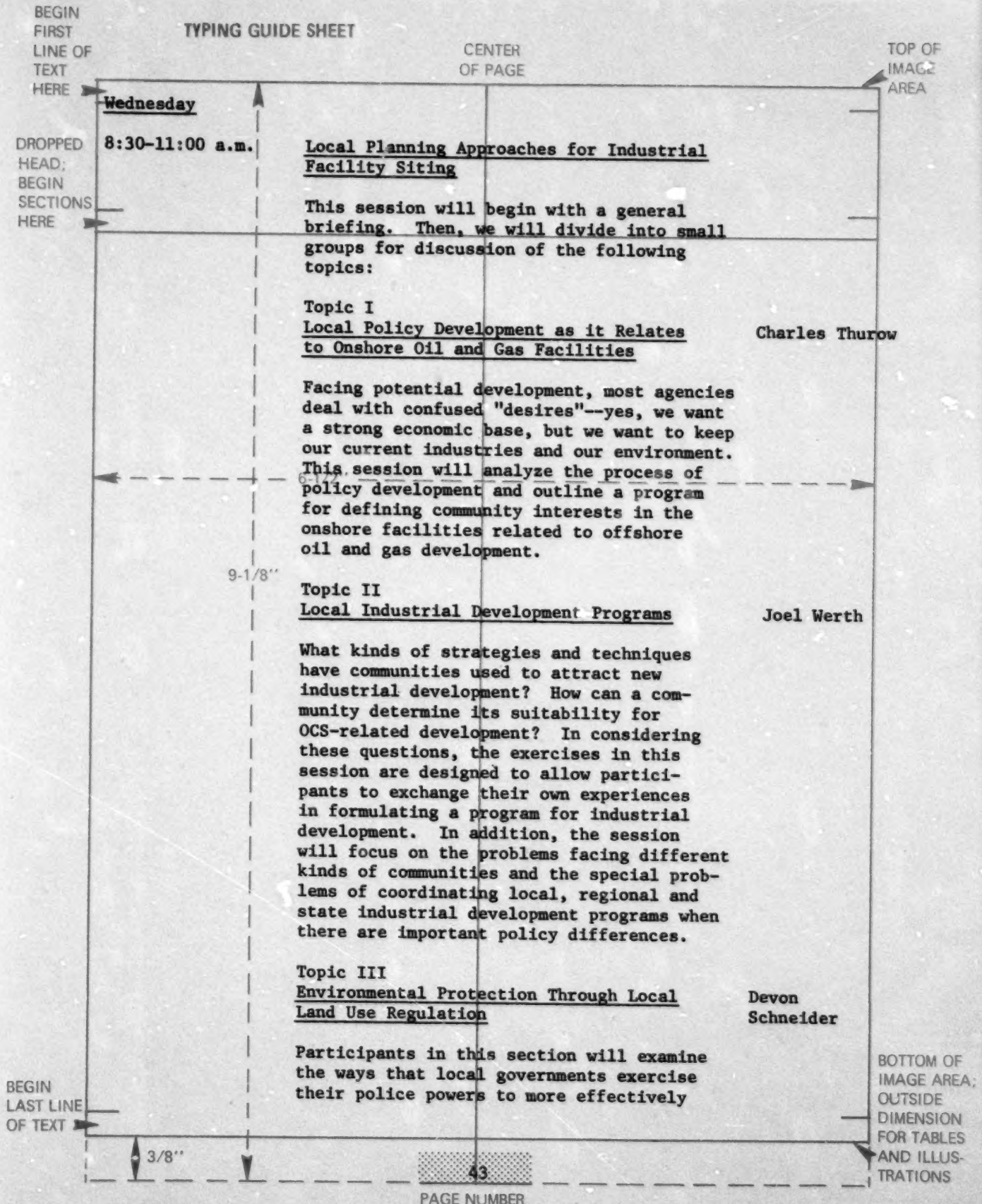
Gerald R. Mylroie, of the Coastal Energy Impact Program, will outline the CEIP and the federal consistency requirements of the Coastal Zone Management Act, and answer questions.

2:00-4:40 p.m. — **Onshore Facilities Siting Simulation** — **Barry Lawson**

This session applies the approaches and material of the preceding workshop sessions. By representing the major OCS decision makers in an hypothetical region, participants develop strategies for locating OCS-related onshore facilities, coping with the economic, social, political, and environmental effects of their decisions.

4:40-5:30 p.m. — **Simulation Evaluation** — **Barry Lawson, Bill Nothdurft**

This session provides an opportunity to step back from the activities of the afternoon and identify the lessons that can be drawn from the exercise. Special emphasis is placed on comparing experiences and lessons from the game, with the process described by the planning methodology presented earlier in the day.



Wednesday

8:30-11:00 a.m.

Local Planning Approaches for Industrial Facility Siting

This session will begin with a general briefing. Then, we will divide into small groups for discussion of the following topics:

Topic I
Local Policy Development as it Relates to Onshore Oil and Gas Facilities — Charles Thurow

Facing potential development, most agencies deal with confused "desires"--yes, we want a strong economic base, but we want to keep our current industries and our environment. This session will analyze the process of policy development and outline a program for defining community interests in the onshore facilities related to offshore oil and gas development.

Topic II
Local Industrial Development Programs — Joel Werth

What kinds of strategies and techniques have communities used to attract new industrial development? How can a community determine its suitability for OCS-related development? In considering these questions, the exercises in this session are designed to allow participants to exchange their own experiences in formulating a program for industrial development. In addition, the session will focus on the problems facing different kinds of communities and the special problems of coordinating local, regional and state industrial development programs when there are important policy differences.

Topic III
Environmental Protection Through Local Land Use Regulation — Devon Schneider

Participants in this section will examine the ways that local governments exercise their police powers to more effectively

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protect their environments and natural resources. They will consider environmental areas, environmental performance standards for new developments, requirements for local EISs, and zoning. Other more political and institutional issues such as the often confusing roles of federal, state and local governments in environmental protection will also be addressed.

11:15-12:30 p.m. **Industries in the Gulf Coast: Oil, Fish and Fun**

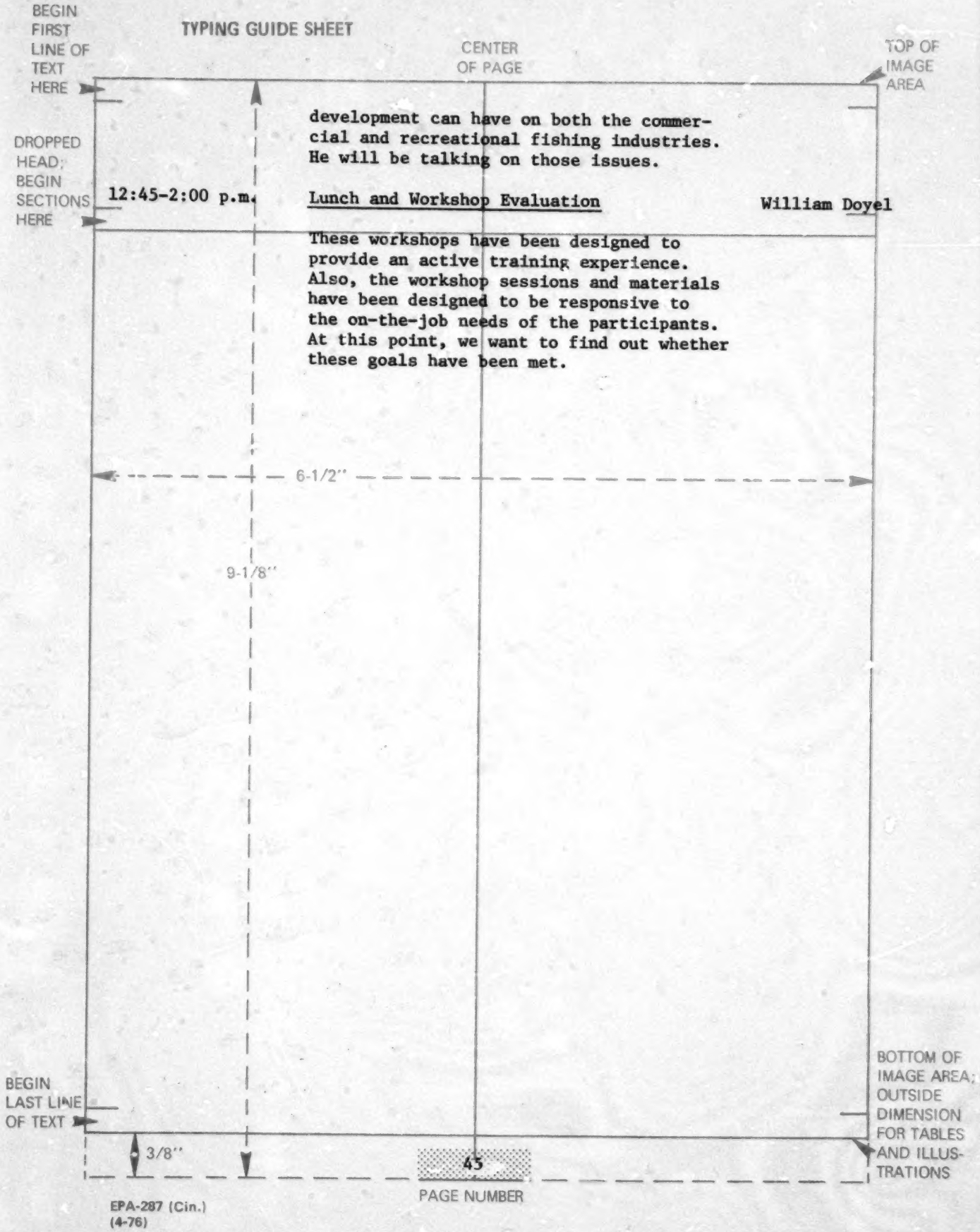
Villere Reggio
Frank E. Syfan
Steve Frishman

A panel discussion about the relationships between offshore oil and gas development and two other important industries on the Gulf Coast -- commercial fishing and recreation. The panelists will be:

Villere Reggio, Recreation Planner, Bureau of Land Management, OCS Office, New Orleans, Louisiana. Having worked for both the Atlanta and the Albuquerque offices of the Bureau of Outdoor Recreation, Mr. Reggio has a background in recreation development for the entire Gulf Coast region. He is currently responsible for assessing the recreational impacts of OCS oil and gas development for the New Orleans office of BLM. He will talk about the recreation issues involved in OCS development.

Frank E. Syfan, Production Coordination Superintendent, Amoco Production Company, New Orleans Division Office, New Orleans, Louisiana. Mr. Syfan represents the oil and gas industries. He will be talking about what the industry looks at when they are considering sites, and how the presence or absence of other industries may be involved in that consideration.

Steve Frishman, Publisher of Port Aransas South Jetty, Port Aransas, Texas. Mr. Frishman is the publisher of a local newspaper in Texas and is also a member of the Texas Coastal Management Advisory Committee. In those roles he has been studying the impacts that OCS oil and gas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development can have on both the commercial and recreational fishing industries. He will be talking on those issues.
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12:45-2:00 p.m.
Lunch and Workshop Evaluation
William Doyel
These workshops have been designed to provide an active training experience. Also, the workshop sessions and materials have been designed to be responsive to the on-the-job needs of the participants. At this point, we want to find out whether these goals have been met.
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APPENDIX D
SERIES II AGENDA

Day 1

9:00-10:00 a.m. — **Registration**

10:00-10:30 a.m. — **Introduction**

This session will introduce you to the workshop and course materials. During the workshop, you will use the techniques and information presented in the sessions. As a planner in a hypothetical community, you will prepare your town's response to offshore oil and gas development. This session will inform you of the size of the oil and gas find and tell you what facilities might be sited in your region.

10:30-11:45 a.m. — **Facility Siting Considerations**

This session will give you an overview of current OCS activities, descriptions of OCS-related onshore facilities, and industry's priorities in facility siting. Potential adverse impacts of OCS development will also be covered.

11:45 a.m. - 1:30 p.m. — **Get To Know Your Community**

This session will give you a chance to get to know your community and fellow planners. Your first task will be to make a check list of how you would prepare for the possibility of new industrial development or OCS-related development in your community.

1:45-5:00 p.m. — **Impacts -- Economic, Social, and Fiscal**

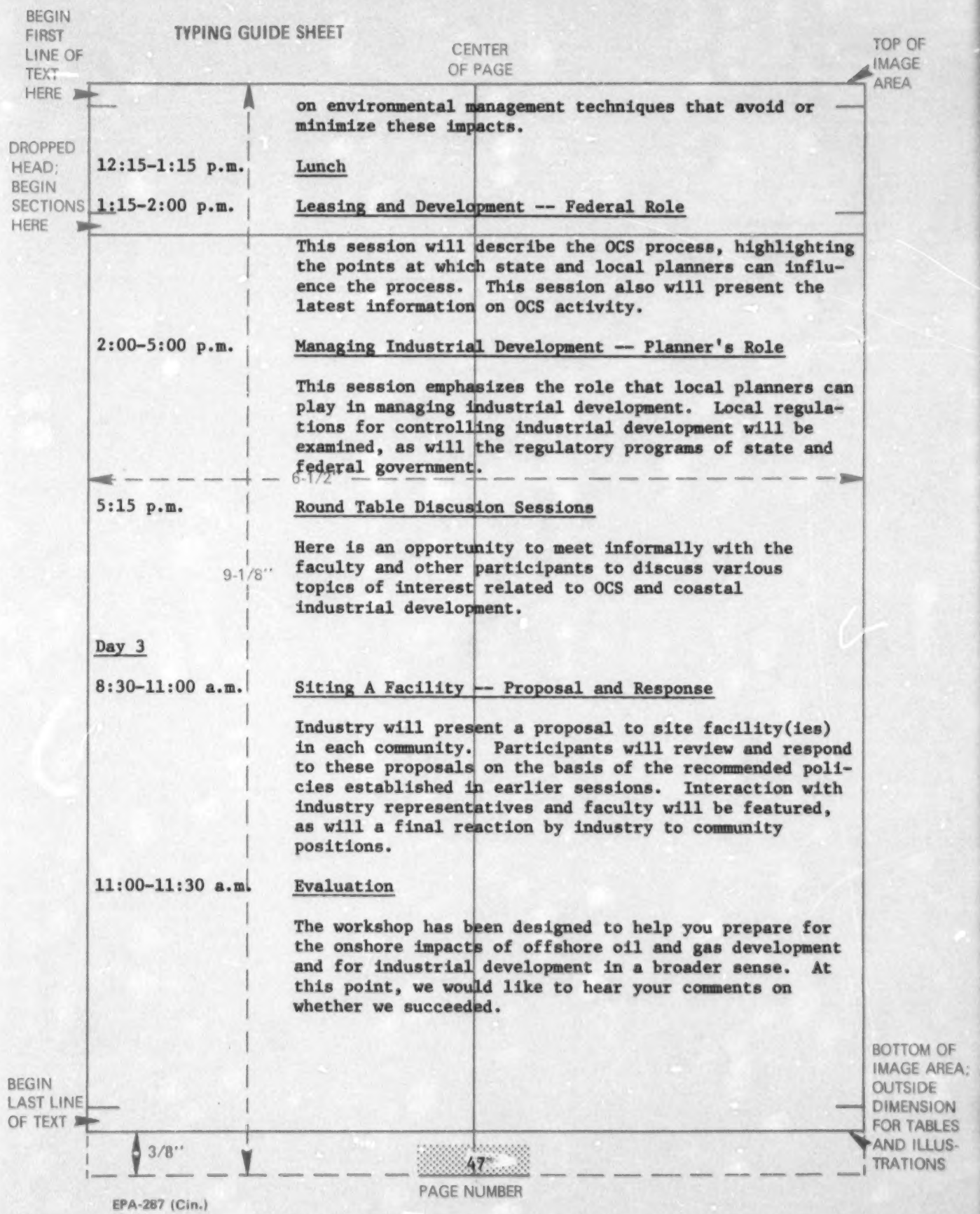
This session will identify the local economic, social, and fiscal impacts of OCS-related industrial development. Emphasis will be placed on evaluating impact assessments and establishing community policies that address these impacts.

5:00 p.m. — **Cash Bar Reception**

Day 2

8:30 a.m. - 12:15 p.m. — **Environmental Impacts and Management**

This session focuses on an investigation of the onshore and nearshore environmental impacts of OCS-related facility construction and operation. Emphasis will be placed



on environmental management techniques that avoid or minimize these impacts.

12:15-1:15 p.m. Lunch

1:15-2:00 p.m. Leasing and Development -- Federal Role

This session will describe the OCS process, highlighting the points at which state and local planners can influence the process. This session also will present the latest information on OCS activity.

2:00-5:00 p.m. Managing Industrial Development -- Planner's Role

This session emphasizes the role that local planners can play in managing industrial development. Local regulations for controlling industrial development will be examined, as will the regulatory programs of state and federal government.

5:15 p.m. Round Table Discusion Sessions

Here is an opportunity to meet informally with the faculty and other participants to discuss various topics of interest related to OCS and coastal industrial development.

Day 3

8:30-11:00 a.m. Siting A Facility -- Proposal and Response

Industry will present a proposal to site facility(ies) in each community. Participants will review and respond to these proposals on the basis of the recommended policies established in earlier sessions. Interaction with industry representatives and faculty will be featured, as will a final reaction by industry to community positions.

11:00-11:30 a.m. Evaluation

The workshop has been designed to help you prepare for the onshore impacts of offshore oil and gas development and for industrial development in a broader sense. At this point, we would like to hear your comments on whether we succeeded.

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APPENDIX E

SERIES I ICE-BREAKER EXERCISE

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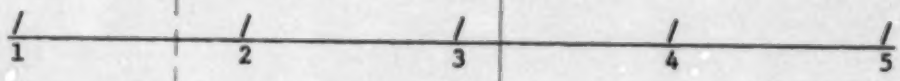
1. Do you believe in the absolute right of private landowners, or do you favor guaranteeing public access to all shorefront land up to a specified distance from the mean high water mark?



absolute rights of landowners; no public access

some public access with compensation to landowners

public access to all shorefront land with no compensation to owners

2. Who should have the ultimate say in land use decisions such as the siting of controversial facilities -- the individual community being affected, or the regional or state government?

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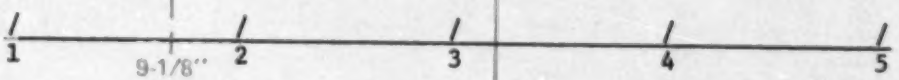

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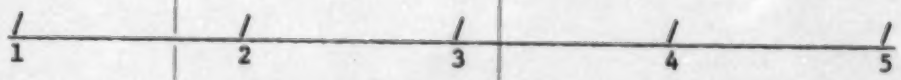
individual community alone

individual community with limited appeals to state or region

complete state or regional override of local decisions

3. Granted that most people would like to see both environmental improvement and economic development, how would you vote in a clear-cut choice between the two?

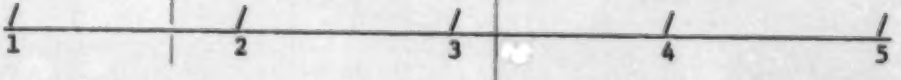


for the environment

abstain

for the economy

4. Do you feel that coastal zone management decisons should be made on the basis of short-term considerations or long-term considerations?



make decisions with a two- to three-year perspective

make decisions with a fifteen-year perspective

make decisions with a thirty-five to fifty-year perspective

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5. You are the head of a planning department in a small city which, it is rumored, may be a possible site for onshore OCS-related facilities. You have so far been too busy with other more immediate problems to study OCS issues or development requirements and impacts, but the Mayor just called you up and said he wants a report in two weeks. The first things you plan to do is:

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a. Talk to industry representatives about whether they want to locate in your area;

b. Inventory possible sites for development and determine from reference materials what their potential uses are;

c. Conduct a public opinion survey to determine whether city residents think you should encourage or discourage OCS-related development;

d. Cancel all your appointments for tomorrow, disconnect the phone, and read through the two-foot-high stack of materials you've accumulated on OCS development;

6-178

e. Develop criteria for deciding whether or not different OCS facilities are desirable for the city, and for deciding whether or not different sites are acceptable--from the city's point of view--for development;

9-178

f. Other.

6. You are a staff member in the Coastal Zone Management Office in a state which is anticipating future OCS-related development. The Governor's Office has notified the Director that a number of influential citizens have complained about the lack of public participation in the state's care of the problem. The major thing you intend to do is:

a. Write and distribute widely a good brochure on OCS-related development which will explain the issues to the public;

b. Hold public meetings in three different places on the coast;

c. Appoint a citizen advisory board to study OCS development;

d. Wait until the office has developed draft policies on OCS development, and then hold a public hearing;

e. Establish several task forces composed of citizens and local officials to work with the staff on different OCS issues;

f. Other.

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APPENDIX E

SERIES I WRAP-UP EXERCISE

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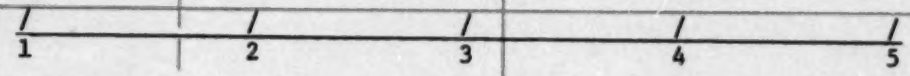
1. Who should have the ultimate say in land use decisions such as the siting of controversial facilities -- the individual community being affected, or the regional or state government?

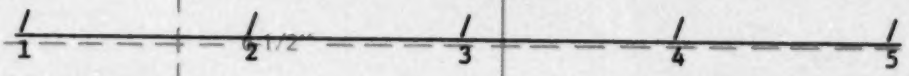


individual community alone

individual community with limited appeals to state or region

complete state or regional override of local decision

2. Do you think that this workshop reflected a bias toward the industry perspective, or a bias toward the environmental perspective?



biased toward industry perspective

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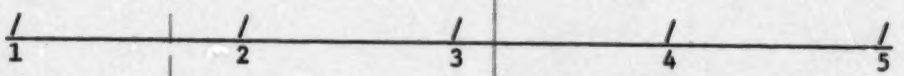
since the workshop was organized by planners, it was completely objective and unbiased

biased toward the environment perspective

3. Which do you think will most influence the course of OCS-related development -- the ASPO workshops for planners and public officials, or the WGBH film "Offshore/Onshore" on nationwide TV?



workshops for planners and public officials

film on nationwide TV

4. As the chief planner in the planning department of a medium-sized community which might be impacted by OCS-related development, what is the most important thing you would do to share what you have gained from attending this workshop with the four other members of your department?

   a. Take several hours out of your busy schedule (which now includes returning all the phone calls you got while you were away) to put your observations down on paper in a memorandum to the staff;

   b. Schedule a half-day for the staff to get together to talk about what you learned and how to apply it;

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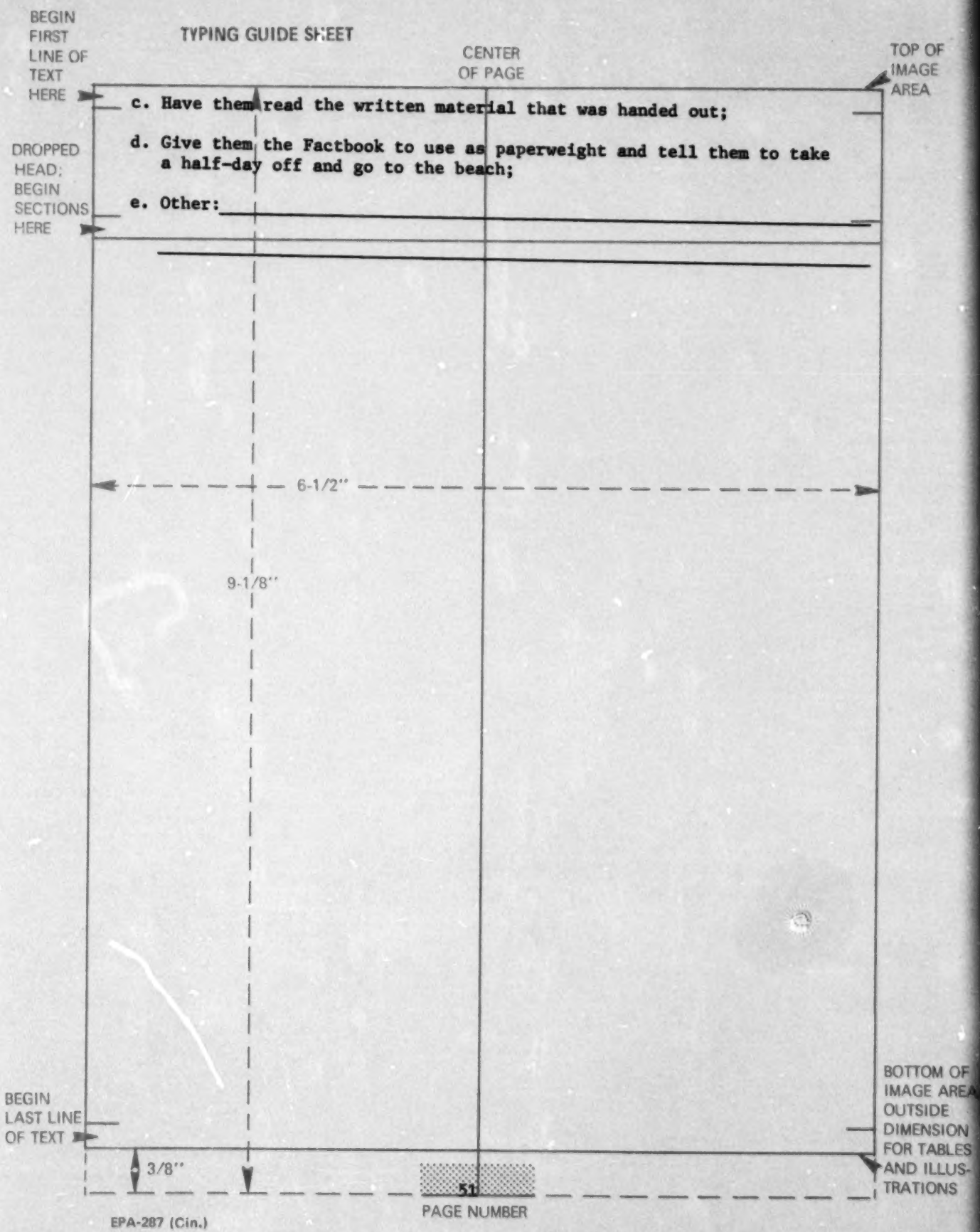
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c. Have them read the written material that was handed out;
d. Give them the Factbook to use as paperweight and tell them to take a half-day off and go to the beach;
e. Other:
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APPENDIX E

SERIES II ICE-BREAKER EXERCISE

Occupation: _____
(e.g. state CZM coord./ loc. planner)

1. You consider your present knowledge of OCS development impacts and issues as: (Mark your response with an "x" on the horizontal line.)

0 2 4 6

_____

none at all 6-1/2" very little a good deal a great deal

2. What factors do you feel are most important to industry in deciding whether to locate an OCS-related facility in one community versus another? 9 (Choose no more than four.)

Availability and suitability of development sites

Distance from off-shore development activities

Attitude of community toward industry

Suitability of local labor force

Living conditions of community

Nature of land use regulations

Presence of other OCS-related industry in region

Other: _____

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3. If industry did decide to locate an OCS facility in your community (work or home), what do you think would be the major areas of impact in the short term? In the long term?

	short term	long term
a)	Jobs and economic development	
b)	Population growth and change	
c)	Housing demand and need	
d)	Public facilities and services demand	
e)	Environmental quality	
f)	Costs of living locally	
g)	Community image	
h)	Public expenditure and revenue patterns	
i)	Public health and safety	
j)	Other: _____	

6-1/2"

9-1/8"

4. Of these potential impacts which do you consider your community least able to handle presently? Best able to handle? (Answer with 1 or 2 letters from question #3 for each item below.)

Least:

Best:

a b c d e f g h i j

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5. What do you think would be the initial posture of the following toward the rumor of industry locating an OCS-related facility(ies) in your community. (Place an "x" on the horizontal lines below.)

	strongly against	wait and see	strongly in favor
	0	2	4
MAYOR			
PLANNER			
LOCAL BUSINESS COMMUNITY			
COMMUNITY TREASURER			
SOCIAL SERVICES AGENCY DIRECTOR			
~~LOCAL FARMER~~			
LOCAL FISHERMAN			

6-1/2"

6. How much, if any, control do you think local officials have over the onshore impacts of offshore oil development? (Place an "x" on the horizontal line.)

9-1/8"

0	2	4	6	8
none at all	very little	some but not enough	a good deal	as much as they want

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APPENDIX F
FACULTY WORKSHOP ASSIGNMENTS
SERIES II

SUNDAY P.M.	**7:00-9:00 p.m.**	**Audio-visual set-up**
	9:00-10:00 p.m.	**Faculty meeting**
MONDAY A.M.		
	10:00 a.m.	**Registration**
Timer - MAT		**All faculty please be on hand.**
Equip - LS		**Specific assignments to MP, DS, PJ, JF**
Lights - JF		**See registration procedures**
		Coffee/Tea
	10:00-10:30 a.m.	**Introduction**
		BD, All together
	10:00-10:10	**introduces workshop**
	10:10-10:20	**BL leads warm-up discussion**
	10:20-10:30	**BL goes over agenda (OS, BL, BM, MP, MAT, DS, BL)**
		Give one sentence about session
	10:30-11:45 a.m.	**Facility Siting Considerations**
	10:30	**BD**
	10:30-11:15	**OJS**
		Slide projector
		BD
	11:15-11:30	**League of Women Voters**
	11:30-11:45	**BL leads discussion of participants and industry/public interest**
MONDAY P.M.	**11:45 am-1:30 pm with lunch**	**Get To Know Your Community**
Timer - JF	**11:45**	**BD**
Equip - BM	**11:45-12:05**	**BL introduces scenario, facilities, communities**
Lights - AG		**Slide projector**
	12:05-12:20	**Pick up lunch, go to community rooms**
	12:20-12:35	**BL in LH, DS in S, AG in PB give briefings identifying major issues and impacts, land-use controls, etc.**
		Flip charts in each community
	12:35-1:15	**Facilitators get exercise started, work in communities**
		Hand out evaluation forms: LS, JF
		Facilitators -- PM/LH, AG/PR, DS/S
		Back up Facilitators -- BW/LH, BL/PR/, MP/S
		Additional Assignments -- MAT/LH, BM/PR, LS/S

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	1:15-1:30	Discussion in communities
	1:30-1:45 p.m.	Break
	1:45-5:00 p.m.	Economic, Social, Fiscal
	1:45-2:45	BW in LH, BL in PR, MP in S give presentation, discussion that draws out significant economic, social fiscal issues using communities Flip charts
	2:45-3:00 p.m.	Break - Coffee, tea, soft drinks
	3:00-4:30	Exercise Facilitators -- PM/LH, AG/PR, DS/S Back up -- BW/LH, BL/PR, MP/S Additional Assignments -- JP/LH, BH/PR, LS/S
	4:30-5:00	Discussion in communities Housekeeping
	5:00 p.m.	Cash Bar Industry film Movie projector

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TUESDAY A.M.

	8:30 am-12:15 pm	Environmental Impacts
	8:00	Coffee at 8:00
Timer - BW		All together
Equip - MP	8:30	BD
Lights - DS	8:30-8:35	PM
	3:35-9:00	BM presentation Slide projector
	9:00-9:05	Questions
	9:05-9:30	LS presentation Slide projector
	9:30-9:35	Questions
	9:35-9:40	Break
	9:40-10:05	AG presentation Overhead
	10:05-10:10	Questions
	10:10-10:20	PM introduces exercise To community rooms
	10:20-10:30	Break
	10:30-11:45	Facilitators -- PM/LH, AG/PR, DS/S Back up -- BW/LH, BL/PR, MP/S Additional Assignments -- MAT/LH, BM/PR, LS/S
	11:45-12:15	Discussion Housekeeping

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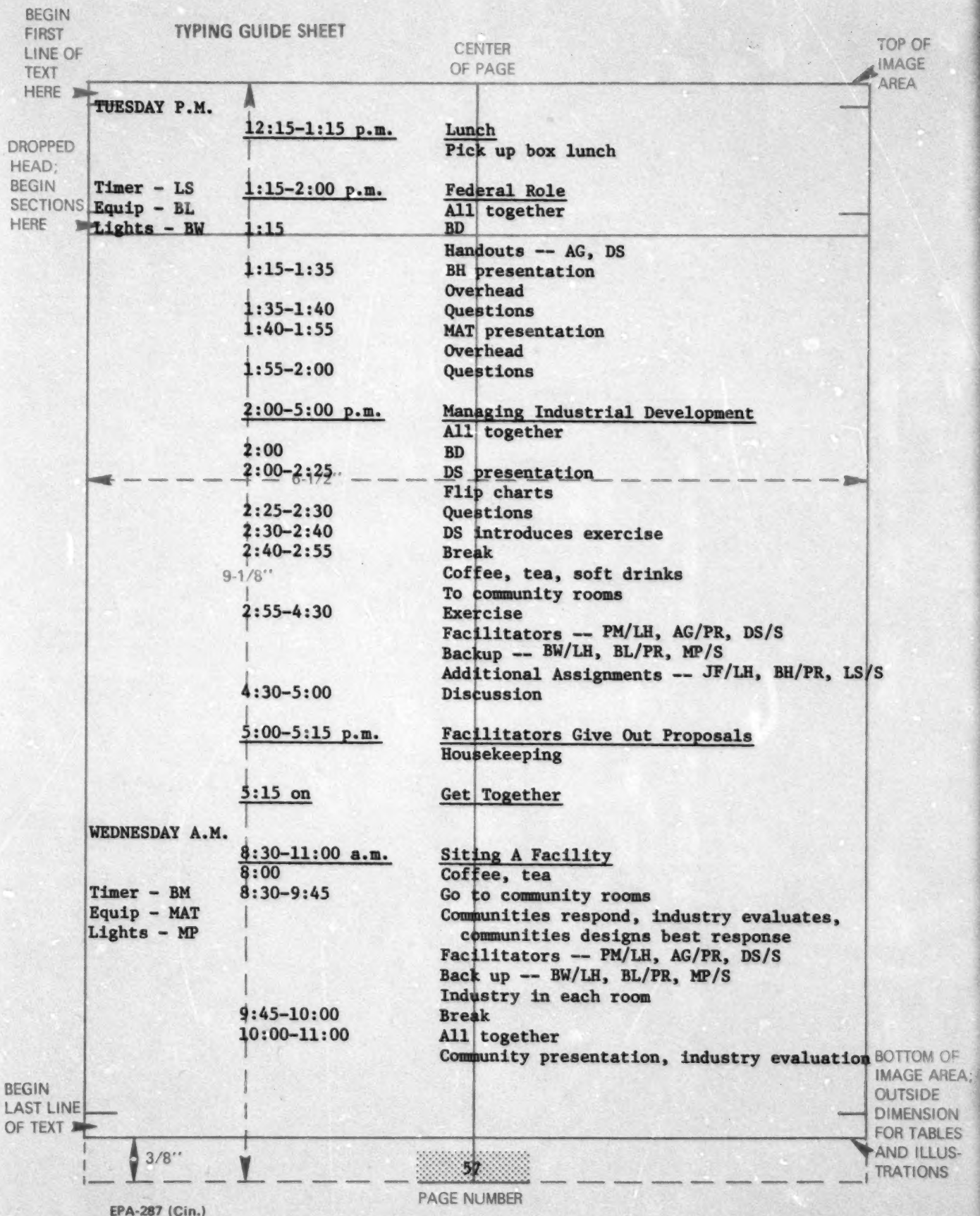

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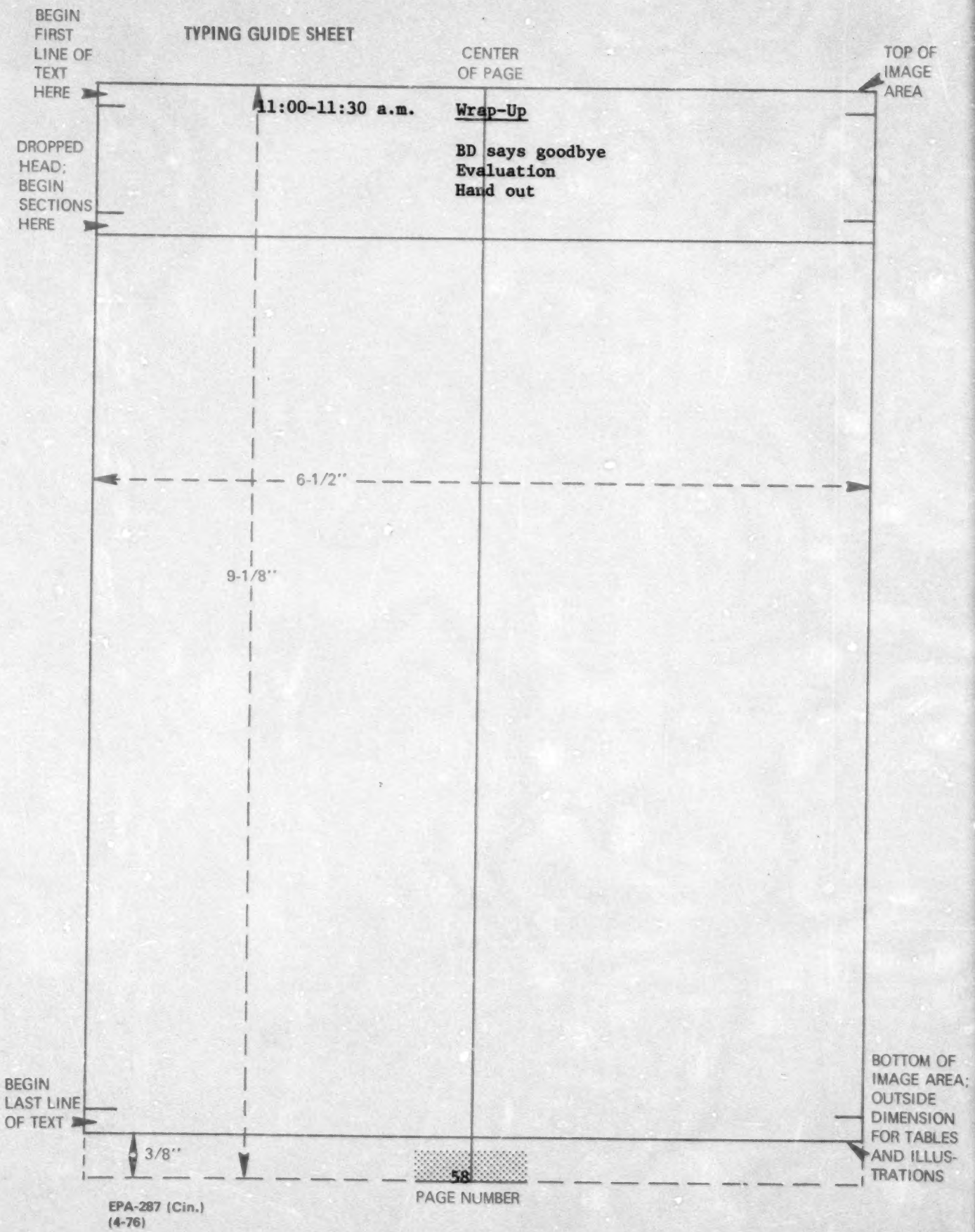

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APPENDIX G
SERIES I ON-SITE EVALUATION RESULTS

SESSION	Overall Quality				Instructional Materials			
	E	G	F	P	E	G	F	P
Regional Outlook (12:00-1:45)	19%**	65%	14%	2%	28%	52%	18%	2%
Estimating Offshore Development Activities (2:00-4:00)	28%	56%	14%	2%	30%	58%	11%	1%
Characteristics of Onshore Facilities (4:00-5:00)	39%	53%	8%	1%	52%	41%	5%	1%
Onshore Impacts: What Do They Mean for Your Community? (8:30-11:00)	30%	53%	15%	2%	35%	50%	10%	5%
A Procedure for Onshore Facility Site Identification (11:00-12:00)	30%	54%	15%	0	34%	56%	10%	1%
Onshore Facilities Siting Simulation (1:30-4:45)	45%	36%	15%	4%	45%	38%	13%	5%
The 1976 Amendments to the Coastal Zone Management Art, Including the Coastal Energy Impact Program (7:30-8:30)	11%	50%	31%	7%	15%	49%	27%	9%
Local Planning Approaches For Industrial Facility Siting (8:15-11:00)	32%	52%	14%	2%	32%	52%	13%	3%
Local Response to Offshore Oil and Gas Development in The Region (11:00-12:30)	28%	49%	20%	3%	30%	52%	16%	3%

E = Excellent G = Good F = Fair P = Poor

* Figures do not include results from the 1st workshop in the Series.
**Percentages are rounded to the nearest whole number.

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APPENDIX G - Continued

SESSION	Instructors				Length of Session		
	E	G	F	P	Too Long	Too Short	About Right
Regional Outlook (12:00-1:45)	28%	59%	11%	3%	19%	2%	79%
Estimating Offshore Development Activities (2:00-4:00)	33%	53%	12%	2%	21%	13%	66%
Characteristics of Onshore Facilities (4:00-5:00)	40%	52%	7%	1%	9%	16%	76%
Onshore Impacts: What Do They Mean for Your Community (8:30-11:00)	38%	48%	11%	3%	17%	12%	71%
A Procedure for Onshore Facility Site Identification (11:00-12:00)	40%	47%	11%	2%	11%	20%	70%
Onshore Facilities Siting Simulation (1:30-4:45)	45%	41%	12%	3%	23%	28%	49%
The 1976 Amendments to the Coastal Zone Management Art, Including the Coastal Energy Impact Program (7:30-8:30)	19%	38%	36%	7%	22%	16%	63%
Local Planning Approaches For Industrial Facility Siting (8:15-11:00)	31%	50%	18%	2%	8%	25%	67%
Local Response to Offshore Oil and Gas Development in The Region (11:00-12:30)	35%	49%	14%	3%	16%	15%	69%

E = Excellent G = Good F = Fair P = Poor

* Figures do not include results from the 1st workshop in the Series.
**Percentages are rounded to the nearest whole number.

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For Questions 1-4, the following scale was used:

1	2	3	4
To a high Extent	Significantly	Moderately	To A Low Extent

1. In terms of OCS planning issues, how developed was your level of expertise before coming to the workshop?

   1 = 12% 2 = 19% 3 = 34% 4 = 35%

2. Did the workshop increase your ability to prepare for and deal with the onshore impacts of OCS development?

   6-1/2"

   1 = 17% 2 = 56% 3 = 21% 4 = 6%

3. To what extent did the techniques used to present the information help involve you as an active participant in the workshop?

   9-1/8"

   1 = 15% 2 = 52% 3 = 28% 4 = 5%

4. To what extent do you feel you gained insights from the other workshop participants?

   1 = 23% 2 = 49% 3 = 23% 4 - 5%

Other quantifiable responses included:

5. On the whole, the information presented in the workshop was:

Too technical	6%
Not technical enough	18%
At the appropriate level	76%

6. What is your overall appraisal of the "take home" value of the workshop?

What I learned will be of substantial value to me and my agency in the future.	58%
Some parts of the workshop were of considerable benefit, but others were not.	36%
An excellent workshop, but it did not meet my on-the-job needs.	5%
On the whole, I did not benefit from the workshop.	0%

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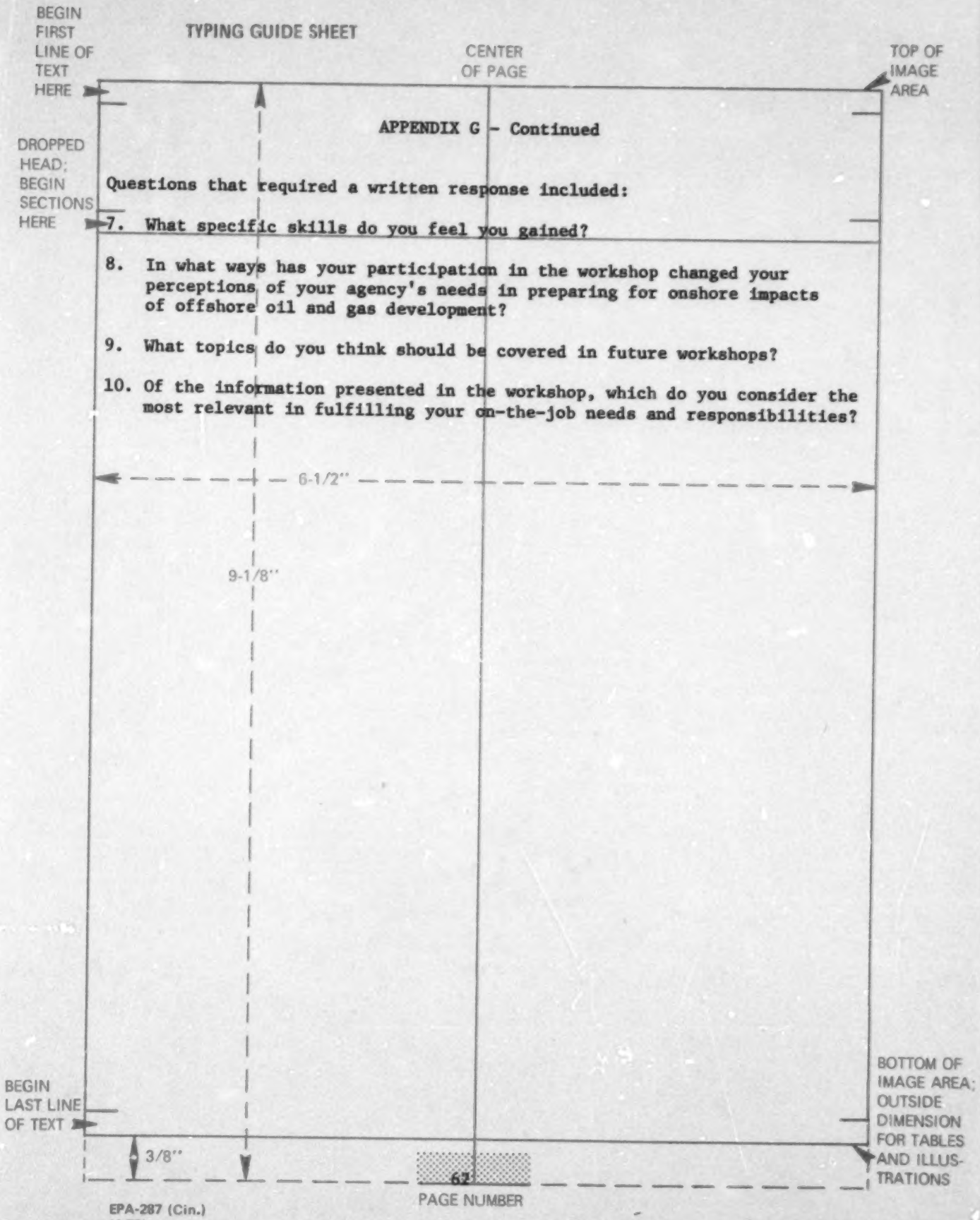
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Questions that required a written response included:
7. What specific skills do you feel you gained?
8. In what ways has your participation in the workshop changed your perceptions of your agency's needs in preparing for onshore impacts of offshore oil and gas development?
9. What topics do you think should be covered in future workshops?
10. Of the information presented in the workshop, which do you consider the most relevant in fulfilling your on-the-job needs and responsibilities?
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APPENDIX G
SERIES II ON-SITE EVALUATION RESULTS

SESSION	Overall Quality				Instructional Materials				Presentations			
	E	G	F	P	E	G	F	P	E	G	F	P
Facility Siting Considerations	35%	54%	11%	0	27%	52%	19%	1%	41%	49%	9%	0
League of Women Voters Presentation	16%	44%	35%	4%	N/A	N/A	N/A	N/A	22%	39%	33%	6%
Get to Know Your Community	28%	61%	10%	0	29%	58%	12%	0	35%	53%	12%	0
Impacts--Economic, Social and Fiscal	25%	50%	25%	0	21%	62%	16%	1%	34%	55%	10%	1%
Environmental Impacts and Management	33%	49%	18%	0	36%	48%	15%	1%	30%	47%	21%	2%
Leasing and Development -- The Federal Role	5%	40%	46%	4%	8%	46%	35%	11%	34%	40%	43%	13%
Managing Industrial Development-- The Planner's Role	38%	57%	5%	0	35%	57%	8%	0	53%	42%	5%	0
Siting A Facility -- Proposal and Response	34%	56%	10%	0	21%	54%	23%	1%	36%	55%	9%	0

6-1/2"

9-1/8"

E = Excellent G = Good F = Fair P = Poor N/A= Not Applicable

*Results of 1st Workshop not included.

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APPENDIX G - Continued

SESSION	Exercise				Length of Session		
	E	G	F	P	Too Long	Too Short	About Right
Facility Siting Considerations	N/A	N/A	N/A	N/A	11%	9%	80%
League of Women Voters Presentation	N/A	N/A	N/A	N/A	19%	9%	72%
Get to Know Your Community	10%	69%	18%	3%	8%	33%	59%
Impacts--Economic, Social and Fiscal	13%	56%	26%	5%	16%	28%	56%
Environmental Impacts and Management	25%	62%	19%	4%	8%	19%	73%
Leasing and Development -- The Federal Role	N/A	N/A	N/A	N/A	20%	14%	66%
Managing Industrial Development -- The Planner's Role	26%	56%	15%	3%	6%	22%	72%
Siting A Facility -- Proposal and Response	40%	49%	10%	1%	7%	31%	62%

E = Excellent G = Good F = Fair P = Poor N/A= Not Applicable

*Results of 1st Workshop not included.

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APPENDIX G - Continued

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1. Please check the type of agency with which you are affiliated.

44% local (municipal, county or regional)

17% federal

22% state

17% other, please specify

_____

2. Which Case Study Community were you assigned to?

40% Lake Harbor

40% Seaside

20% Port Ramon

3. Did you attend the ASPO/RALI workshop last year?

6-1/2"

19% YES

81% NO

For Questions 4-6, use the following scale:

9-1/8"

1	2	3	4
To a High Extent	Significantly	Moderately	To a Low Extent

4. In terms of OCS planning issues, how developed was your level of experience before coming to the workshop?

1 = 3% 2 = 27% 3 = 40% 4 = 30%

5. Did the workshop increase your ability to prepare for and deal with the impacts of industrial development in the coastal zone?

6. Which of the following workshop activities were most beneficial in increasing your ability to prepare for and deal with the onshore impacts of OCS development? (Rank from 1 to 3 with 1 indicating the most and 3 the least)

The lecture presentations	1 = 23% 2 = 44% 3 = 33%
The case study exercise and other workbook materials	1 = 45% 2 = 39% 3 = 16%
Talking to other participants and the faculty	1 = 31% 2 = 28% 3 = 41%

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7. On the whole, the information presented in the workshop was:

Too technical	8%
Not technical enough	24%
At the appropriate level	68%

8. What specific skills do you feel you gained from the workshop?

9. Are there any subjects that were not covered in the workshop that should have been included?

10. Were any of the subjects presented inadequately covered? Please explain.

6-1/2"

11. Do you have any other comments or suggestions which you feel would be helpful to the workshop faculty?

9-1/8"

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APPENDIX H
SERIES I - FOLLOW-UP EVALUATION RESULTS

1. Please check the type of agency with which you are affiliated.
   Total Respondents: 108

   56% Local (municipal, county, regional)
   24% State
   12% Federal
   8% Other

2. Do you hold the same position that you held when you attended the workshop?

   97% Yes
   3% No

3. Have you worked on OCS-related issues since the workshop?

   71% Yes
   29% No

4. What is your overall appraisal of the workshop?

   71% What I learned has been, or will be, of value to my OCS-related work.
   22% Some parts of the workshop were beneficial, but others were not.
   1% I did not benefit from the workshop.
   6% It is too early to tell.

5. Following is a list of the sessions at the workshop. Please check one blank for each session that represents what you think will be the long term value to you of that session.

	Significant	Moderate	Slight	Not At All
A. Regional Outlook: A Working Lunch	23%	12%	14%	5%
B. Estimating Offshore Development Activities	39%	25%	12%	2%
C. Characteristics of Onshore Facilities	49%	19%	5%	4%
D. Onshore Impacts: What Do They Mean for Your Community?	42%	25%	10%	1%
E. A Procedure for Onshore Facility Site Identification	34%	37%	7%	2%
F. The 1976 Amendments of the Coastal Zone Management Act	26%	19%	14%	8%
G. Onshore Facilities Siting Simulation	29%	26%	16%	9%
H. Local Response to Offshore Oil and Gas Development in the Region	28%	34%	16%	1%
I. Local Planning Approaches for Industrial Facility Siting	25%	31%	22%	1%

*1st Workshop not included

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6. Have you transferred the information from the workshop to others?

87% Yes
13% No

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7. If the answer to No. 6 was yes, please explain how.

72% Shared the materials with the staff.
11% Have held or will hold mini-workshops or seminars.
11% Sent the materials to other agencies.
43% Made materials available in library.
21% Other

8. Which materials have you used, or given to others to use, in their work on OCS issues? (Check as many as apply)

63% Source Book
44% Planning for Onshore Development (ASPO Vol. II discussion papers)
69% Fact Book
29% Estimates for New England
23% A Methodology for OCS-related Onshore Facility Site Identification and Impact Analysis
24% Socioeconomic Impacts of OCS Oil and Gas Development: A Bibliography

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9-1/8"

9. Were any of the subjects presented inadequately covered?

10. Which subjects not covered do you feel should have been included?

11. Is there any session that you think should be dropped from the workshop?

12. We are planning a second workshop on the impacts of OCS development in your region within the next year. The first workshop was an introduction to the direct onshore impacts of offshore energy development. We would appreciate knowing what you would like to learn in a second workshop.

13. Please give us any additional comments you might have about the workshop.

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APPENDIX H
SERIES II - FOLLOW-UP EVALUATION RESULTS

1. Please check the type of agency with which you are affiliated.

37% Local (City/County)
8% Regional
23% State
21% Federal
10% Other, please explain _____

2. Have you worked on OCS-related issues since the workshop?

71% Yes
29% No. Please explain _____

3. Has the workshop helped you in your OCS-related work?

87% Yes
13% No
Comments _____

4. Has the workshop helped you in other than OCS-related work -- work on industrial development issues, in general, for example?

60% Yes
40% No
If Yes, in what areas: _____

5. Which of the following workshop activities have been most helpful to you and your agency in your OCS-related work? (Rank from 1-3 with 1 the most useful and 3 the least.)

	1	2	3
_____ Lectures	27%	33%	40%
_____ Case study exercises	37%	31%	32%
_____ Talking to the faculty and other participants	36%	36%	28%

*Does not include Miami Beach Workshop

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6. Please indicate what you think will be the long-term value of each of the following workshop sessions.

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	HIGH	MODERATE	NOT AT ALL
Facility Siting Considerations	65%	32%	3%
Get To Know Your Community	18%	66%	16%
Impacts--Economic, Social and Fiscal	53%	43%	2%
Environmental Impacts and Controls	44%	47%	6%
Leasing and Development--Federal Role	11%	69%	20%
Managing Industrial Development--Planner's Role	45%	49%	6%
Siting A Facility--Proposal and Response	46%	42%	11%

7. Have you shared the workshop information with others?

85% Yes
15% No

8. If the answer to question #8 was yes, please explain how. (Check as many as apply)

6-1/2"

1% Had staff members do the case study exercises
69% Shared the materials with the staff
37% Made materials available in the library
14% Sent the materials to other agencies
12% Other, please explain _____

9-1/8"

9. How could we have improved the take-home value of the workbook distributed at the workshop? _____

10. What additional hand-out information have you found to be useful?

_____

11. We are considering packaging the workshop materials so that agencies like yours could put on your own workshops. Would you use such a package if it were available?

6% Yes
70% No
Comments _____

12. Please give us any additional comments you might have about the workshop.

_____

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